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SECRETARY OF THE AIR FORCE**

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Personnel

DEVELOPMENTAL EDUCATION

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This instruction implements Air Force Policy Directive 36-26, *Total Force Development and Management*. It has been developed in collaboration between the Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1), the Chief of the Air Force Reserve (AF/RE) and the Director of the Air National Guard (NGB/CF), and applies to all members of the regular Air Force, Air Force Reserve, and Air National Guard. This publication provides directive guidance on developmental education to include: resident and distance learning professional military education, joint professional military education, international professional military education, as well as Air Force-funded graduate education programs and professional continuing education courses. As such, this Air Force Instruction (AFI) governs the responsibilities and rulesets involved with developmental education attendance, eligibility, selection, and removal criteria. This publication may be supplemented at any level; all supplements that directly implement this publication must be routed to the office of primary responsibility for coordination, and all major command-level supplements must be approved by the Human Resource Management Strategic Board prior to certification and approval. The authorities to waive wing/unit level requirements in this publication are identified with a Tier ("T-0, T-1, T-2, T-3") number following the compliance statement. See AFI 33-360, *Publications and Forms Management*, for a description of the authorities associated with the Tier numbers. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority, or alternately, to the requestors commander for non-tiered compliance items. Refer recommended changes and questions about this publication to the office of primary responsibility using AF Form 847, *Recommendation for Change of Publication*, route AF Forms 847 from the field through the appropriate functional chain of command. This instruction requires the collection and maintaining of information protected by

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SUMMARY OF CHANGES

This document has been substantially revised and must be completely reviewed. Revisions include but are not limited to the elimination of guidance for civilian developmental education (moved to AFI 36-401, *Civilian Training, Education, and Professional Development*); developmental equivalency credit, which coincides with the creation of a deliberate development option for selects; amendments to the Enlisted Professional Military Education Continuum of Learning; as well as converting National Guard Bureau and Air Force Reserve attachments into discrete chapters. It also updates the series of attachments to include the addition of attachments outlining the purpose of the Air Force Education Requirements Board, and the Air Force Learning Committee.

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Chapter 1

OVERVIEW

1.1. Developmental education. Developmental education refers to an array of resident, non-resident, and blended educational opportunities composed of formal and experiential programs including but not limited to graduate education, service and joint professional military education, fellowships, and education with industry (EWI). This instruction details roles and responsibilities and provides compliance standards with regard to developmental education program administration and eligibility for the Total Force. While this instruction governs formal aspects of developmental education, commanders and civilian equivalents should provide a work environment that supports development for the Total Force. Taking mission requirements into consideration, leaders should authorize Airmen time to participate in developmental education during the duty day.

Chapter 2

ROLES AND RESPONSIBILITIES

2.1. Commanders and Leaders. All commanders and leaders encourage personnel to take advantage of resident and distance learning educational opportunities in accordance with the Secretary of the Air Force and Air Force Chief of Staff education expectations. Specific responsibilities include the following:

2.1.1. The Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR) will:

2.1.1.1. Serve as an agent of the Secretary to provide direction and oversight for all matters pertaining to the formulation, review, and execution of plans, policies, programs, and budgets addressing developmental education..

2.1.2. The Deputy Chief of Staff, Manpower, Personnel and Services (AF/A1) will:

2.1.2.1. Provide strategic objectives and advocacy for Air Force developmental education programs.

2.1.2.2. Present developmental education programs and concepts to the Air Force Board for consideration. **NOTE:** The Air Force Board reviews budgetary issues concerning pricing, execution, and executability of Air Force programs

2.1.2.3. Chair the annual Developmental Education Designation Board organized and executed by the Air Force Personnel Center (AFPC).

2.1.2.4. Ensure the Air Force's diversity policies are integrated into the execution of developmental education processes, procedures, and programs.

2.1.2.5. Act as the removal authority for officers identified on intermediate or senior developmental education designation lists.

2.1.2.6. Act as approval authority for removals for cause as well as mission-essential and humanitarian deferments for lieutenant colonels and below after the cutoff date established by AFPC. **NOTE:** AFPC/CC is the approval authority for removals of this nature submitted prior to the cutoff date defined in the Personnel Service Delivery Message (PSDM).

2.1.3. The Directorate of Force Development (AF/A1D) will:

2.1.3.1. Provide policy oversight, issue standing and intervening developmental education guidance, and allocate quotas and resources for developmental education programs to include distribution of space-available seats to sister service and interagency partners.

2.1.3.2. Determine rules for developmental education eligibility, selection, and removal criteria with regard to resident and distance learning programs for lieutenant colonels and below, civilian employees, and enlisted personnel.

2.1.3.3. Determine allocation method and distribution rate of resident developmental education quotas for AFPC and Air Force Colonels Management (AF/DPO) as well as Air Force Reserve and Air National Guard.

2.1.3.4. Publish annual developmental education programming requirements, establish eligibility policy and quotas at Air Force and non-Air Force schools, and determine

participation quotas and rates in Air Force professional military education programs for non-Air Force personnel. **Exception:** Major commands may authorize increases or decreases in Airman Leadership School production to accommodate major command (MAJCOM) enlisted professional military education production requirements and constraints.

2.1.3.5. Act as the waiver authority for all crossflow officers seeking relief from having to complete the appropriate Air Force professional military education if they have less than 3 years time in grade.

2.1.3.6. Act as waiver authority for all exceptions to post-program assignments (all requests will first be coordinated through AFPC).

2.1.3.7. Oversee the Air Force Learning Committee and Air Force Education Requirements Board described in [Attachments 4 and 5](#).

2.1.4. Air Force Colonels Management (AF/DPO) will:

2.1.4.1. Implement Air Force guidance on developmental education eligibility, selection, and removal for regular Air Force (line and non-line of the Air Force) colonels and colonel selects.

2.1.4.2. Ensure line of the Air Force colonels (and colonel selects) who have potential to be in key leadership positions are selected to attend resident senior developmental education programs.

2.1.4.3. Manage and conduct the line and non-line of the Air Force colonel (and colonel selects) portion of the annual senior developmental education selection/designation board to include working with the AFPC to staff the results through AF/A1 for approval and release to the field. This annual selection process is approved by the AF/A1 and designates a particular developmental education program for eligible officers.

2.1.4.4. Approve or disapprove colonels (and colonel selects) for the following actions: individual declinations, requests for operational or humanitarian deferment, and removal from the Select list.

2.1.4.5. Manage follow-on assignments for colonels (and colonel selects) currently attending resident developmental education programs.

2.1.5. Air Force Chiefs Group (AF/DPE) will:

2.1.5.1. Select and schedule chief master sergeants for the Keystone Course with Chief Master Sergeant of the Air Force (AF/CCC) approval. NOTE: The Air National Guard will select Chief Leadership Course and Keystone Course attendees through the process approved by the Director, Air National Guard.

2.1.6. Air Force Personnel Center Commander (AFPC/CC) will:

2.1.6.1. Execute Air Force guidance for developmental education eligibility, selection and, removal of regular Air Force officers below the rank of colonel. NOTE: Selection for Squadron Officer School and Airman Leadership School has been designated to the wing-level or below.

2.1.6.2. Announce programs, eligibility criteria, and nomination procedures for intermediate and senior developmental education opportunities annually or as required.

2.1.6.3. Manage and convene the Central Professional Military Education Board for regular line of the Air Force officers competing for resident intermediate and senior developmental education. Chaired by a general officer designated by the Air Force General Officer Management Office (AF/DPG), the Central Professional Military Education Board will be comprised of regular Air Force officers proportionally representing the career fields competing for developmental education selection.

2.1.6.4. Manage and convene the annual Developmental Education Designation Board for regular Air Force officers competing for resident developmental education opportunities. Chaired by the AF/A1, the Developmental Education Designation Board approves school assignments for regular Air Force officers below the grade of colonel or colonel-select.

2.1.6.5. Publish AF/A1-approved Developmental Education Designation Board school assignment lists.

2.1.6.6. Act as approval authority for individual declinations and requests for mission-essential and humanitarian removal from school lists for lieutenant colonels and below. For officers in their last year of eligibility who cannot attend developmental education because of mission or humanitarian reasons, AFPC will prepare a permanent deferment letter stating the officer was selected for developmental education but was unable to attend in his or her final year of eligibility. NOTE: AF/A1 is the approval authority for all declinations and removals of this nature after 1 February following the Developmental Education Designation Board. (T-2).

2.1.6.6.1. File permanent operational deferment letters and removal for cause letters in the officer's headquarters Air Force selection folder and send copies to the member and senior rater.

2.1.6.7. Distribute Squadron Officer School line and non-line of the Air Force officer quotas to MAJCOMs and other agencies based on captain (O-3) manning. The Judge Advocate General (AF/JA) and Chief of Chaplains (AF/HC) will receive quotas for judge advocates and chaplains, respectively. AFPC will receive quotas for all Biomedical Science Corps, Dental Corps, Medical Corps, Medical Service Corps and Nurse Corps officers; unfilled quotas will be filled through a coordinated effort between the medical treatment facilities and the appropriate MAJCOM leadership in consultation with AFPC.

2.1.6.7.1. Determine if officers attending Squadron Officer School in conjunction with a permanent-change-of-station move will attend temporary duty enroute or temporary duty-and-return following permanent-change-of-station sign-in, based on cost analysis and concurrence of the gaining commander.

2.1.6.8. Designate and schedule regular Air Force personnel to attend the Noncommissioned Officer Academies, Senior Noncommissioned Officer Academy and equivalent non-Air Force schools.

2.1.6.8.1. Determine quota allocations and distribute training line numbers for regular Air Force attendees for the Noncommissioned Officer Academies, Senior Noncommissioned Officer Academy, and Chief Leadership Course.

- 2.1.6.8.2. Monitor AFPC selection lists of Noncommissioned Officer Academy, Senior Noncommissioned Officer Academy, Chief Leadership Course, and equivalent sister service and international courses' students and maintain lists of eligibles to fill short-notice vacancies.
- 2.1.6.8.3. Execute approved programming and schedule annual enlisted professional military education for stateside and outside the continental United States Noncommissioned Officer Academies production.
- 2.1.6.8.4. Notify MAJCOM A1s quarterly of approved enlisted professional military education promotion waivers.
- 2.1.7. Office of the Chief of the Air Force Reserve (AF/RE) will:
 - 2.1.7.1. Establish selection criteria for Air Force Reserve personnel to participate in developmental education programs.
 - 2.1.7.2. Convene the Reserve Developmental Education Designation Board and Reserve School Selection Board to select Air Force Reserve officers for developmental education.
 - 2.1.7.3. Publish the resident school selection lists for Air Force Reserve personnel.
 - 2.1.7.4. Ensure unused quotas for developmental education opportunities are returned to the Learning Division, Directorate of Force Development (AF/A1DL).
- 2.1.8. Air Force Reserve Command Chief will:
 - 2.1.8.1. Be responsible for the implementation of enlisted professional military education for enlisted reservists.
 - 2.1.8.2. Approve Air Force Reserve-specific exceptions to policy of enlisted professional military education eligibility criteria, individual declinations, requests for operational or humanitarian deferments, and removal from selection for enlisted professional military education programs. Approval authority may be delegated to the enlisted professional military education functional manager.
 - 2.1.8.3. Encourage participation in resident and distance learning developmental education opportunities for enlisted personnel.
 - 2.1.8.4. Communicate with wing command chiefs for enlisted professional military education guidance and disciplinary issues for members attending in-residence enlisted professional military education.
- 2.1.9. Air Force Reserve Command, Personnel Division (AFRC/A1K) will:
 - 2.1.9.1. Manage enlisted professional military education programs for Air Force Reserve as functional manager.
 - 2.1.9.2. Determine annual Air Force Reserve enlisted professional military education quota requirements, provide statistics regarding participation in Air Force professional military education resident and distance learning programs, and coordinate Air Force Reserve participation in sister service professional military education programs.
 - 2.1.9.3. Serve as the Air Force Reserve point of contact for enlisted joint professional military education issues.

2.1.9.4. Establish Air Force Reserve selection criteria for all enlisted professional military education programs.

2.1.9.5. Issue and monitor training line numbers, school days for enlisted students, and coordinate all courses, ensuring compliance with applicable directives.

2.1.9.6. Serve as point of contact for communications between Air Force professional military education program managers, other services' program managers, and Air Force Reserve base education and training managers in Force Support Squadrons. All professional military education resident school quotas will be coordinated between AFRC/A1K and the appropriate MAJCOM or schoolhouse as appropriate. Units are not authorized to solicit quotas directly with a schoolhouse.

2.1.10. Director of the Air National Guard (NGB/CF) will:

2.1.10.1. Establish selection criteria for ANG personnel to participate in developmental education programs.

2.1.10.2. Publish the school selection lists for ANG personnel.

2.1.10.3. Ensure unused quotas for intermediate and senior developmental education opportunities are returned to AF/A1DL.

2.1.11. National Guard Bureau Human Resources Directorate (NGB/HR) will:

2.1.11.1. Determine Air National Guard-specific eligibility requirements and quotas for in residence attendance in coordination with AF/A1D and AFPC and provide enlisted professional military education guidance to states and wings to include allocation distribution and scheduling procedures.

2.1.11.2. Serve as point of contact for Air National Guard joint professional military education issues.

2.1.11.3. Convene central selection panels as needed to make recommendations to the Director, Air National Guard (NGB/CF) for approval of attendance at resident professional military education programs.

2.1.11.4. Issue and monitor training line numbers and proficiency training days for students and coordinate all courses, ensuring compliance with applicable directives.

2.1.11.5. Serve as the point of contact for communications between professional military education program managers, other services' program managers, state and wing command chief master sergeants, and the ANG Force Development Flight (FSS/FSD). All professional military education resident school quotas will be coordinated between the National Guard Bureau's Training and Development Division (NGB/HRT) and the appropriate MAJCOM or schoolhouse as appropriate.

2.1.11.6. Act as waiver authority for ANG-specific exceptions to policy regarding professional military education eligibility, individual declinations, requests for operational or humanitarian deferments, and removal from selection for professional military education programs.

2.1.11.7. Employ a chief master sergeant to serve as the point of contact for enlisted professional military education and the functional manager for enlisted professional military education instructors (Air Force Specialty Code 8T000).

2.1.12. Air National Guard Training and Education Center (ANG TEC) will:

2.1.12.1. Forecast and submit annual resource requirements to NGB/HR in accordance with their published schedule.

2.1.12.2. Submit End-of-Class and End-of-Year reports for professional military education programs to NGB/HRT no later than 30 days after completion of each class and each fiscal year. End-of-Class and End-of-Year reports include, at a minimum, all student demographics by individual, class leadership, activities and events, award winners and remarks. (T-2).

2.1.12.3. Report immediately to NGB/HRT all student releases (academic, disciplinary, or medical), program management review, test compromises and inquiries by outside agencies including but not limited to Community College of the Air Force, the Barnes Center for Enlisted Education and AF/ANG Inspector General. (T-2).

2.1.13. The Adjutant General or equivalent will:

2.1.13.1. Endorse and, if necessary, stratify developmental education applicants.

2.1.13.2. Approve deferment requests for intermediate and senior developmental education attendance.

2.1.13.3. Approve ANG members nominated to serve on the Officer Developmental Education Panel.

2.1.14. The Air National Guard state Command Chief Master Sergeant will:

2.1.14.1. Encourage participation in resident and distance learning opportunities for enlisted personnel.

2.1.14.2. Review and endorse all packages as needed for developmental education when more than one from the state is submitted.

2.1.14.3. Provide guidance within the state for attendance at enlisted professional military education courses that have limited allocations.

2.1.15. Air National Guard Wing Commanders or Senior Raters will:

2.1.15.1. Ensure all personnel are counseled throughout their careers on the relationship between professional military education and mission readiness.

2.1.15.2. Oversee noncommissioned officer and senior noncommissioned officer Professional Enhancement Seminar programs at the local level.

2.1.15.3. Authorize, prescribe, and provide facilities, personnel, equipment, and funding as needed to support local professional enhancement and development objectives.

2.1.15.4. Appoint, by letter, flight chiefs, course supervisors, and lead site facilitators and approve selection of instructors and facilitators to support satellite enlisted professional military education programs. (T-3).

2.1.16. Air National Guard Wing Command Chief Master Sergeants will:

2.1.16.1. Ensure enlisted professional military education applicants meet eligibility criteria prior to requesting in residence allocations. (T-1).

2.1.16.2. Establish a selection process to coincide with current enlisted professional military education policies. (T-2).

2.1.17. Air National Guard Force Development Flight (FSS/FSD) will:

2.1.17.1. Serve as the base-level point of contact and advisor for enlisted professional military education programs.

2.1.17.2. Immediately notify NGB/HRT when a selectee cannot attend, coordinate review and/or endorsement with the state headquarters or wing commander, and forward the official package to NGB/HRT. (T-2).

2.1.17.3. Conduct out-processing briefings for members departing to attend resident professional military education regarding financial expenditures, academics, and reporting instructions. (T-3).

2.1.17.4. Manage professional military education proficiency training days for the wing. Return proficiency training days that are not utilized for the appropriate professional military education to NGB/HRT. (T-2).

2.1.18. Air University will:

2.1.18.1. Design, develop, conduct and evaluate resident and distance learning development programs in accordance with Air Force doctrine, policy, and the instructional system development process (instructional system development guidance is provided in AFH 36-2235v10, Information for Designers of Instruction Systems and Air Force Manual 36-2234, Instructional System Development).

2.1.18.2. Advertise eligibility, enrollment, academic and graduation criteria for Air Force resident and distance learning programs for each developmental education level in Air University catalogs and Education and Training Course Announcement (The ETCA SharePoint is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z).

2.1.18.3. Complete training reports for officers upon graduation from developmental education programs as required. (T-2).

2.1.18.4. Manage the Air Force Fellows program to include but not limited to administrative control of fellows (e.g., leave and temporary duty management; NOTE: Temporary duty management may be delegated to local program workplace supervisors); ensure rotational Letters of Evaluation are completed; and act as liaison with host organizations to ensure understanding of roles and responsibilities. (T-2).

2.1.18.5. Coordinate with AF/A1D and produce a biennial review of Air Force fellowships by providing objectives and evaluations of current fellowships, participant feedback, recommendations for continuance or non-continuance of fellowships and other supporting documentation as needed. (T-1).

2.1.18.6. Recommend to AF/A1D the level (primary, intermediate, or senior developmental education) of officer professional military education credit awarded for

resident course work completed at other institutions to include joint, sister service and international professional military education schools.

2.1.18.7. Report developmental education (graduate education, professional continuing education, experiential programs, professional military education, etc.) production to AF/A1D, to include non-Air University schools, sister service, joint, international, etc. This will include enrollment and graduation, completion, and failure data and analysis in all programs to include Air University's PhD program. (T-1).

2.1.18.8. Ensure distance learning programs are equivalent to the corresponding resident school program in terms of content, program outcomes and relevant institutional competencies.

2.1.18.9. Act as the waiver authority for all distance learning Air Force professional military education completion requirements.

2.1.19. Major Command, Direct Reporting Unit and Field Operating Agency Commanders will:

2.1.19.1. Allocate quotas to the bases for Squadron Officer School regular line of the Air Force officers.

2.1.19.1.1. Allocate quotas to overseas Noncommissioned Officer Academies.

2.1.19.2. Program, manage and schedule annual enlisted professional military education school production for their respective Airman Leadership School and outside the continental United States Noncommissioned Officer Academy. Airman Leadership School must report production to the Air University registrar. Base school production goals on providing sufficient resident enlisted professional military education opportunities as defined herein.

2.1.19.3. Ensure Airman Leadership Schools and outside the continental United States Noncommissioned Officer Academies have the required personnel, facilities, equipment, and resources necessary to operate and meet annual production requirements. Ensure the support for Noncommissioned Officer Academies is documented in support agreements.

2.1.19.4. Ensure enlisted professional military education schools follow operating procedures set forth in Barnes Center Instruction 36-2301, *USAF EPME Procedural Guidance and Community College of the Air Force Policies, Procedures and Guidelines* where applicable.

2.1.20. Regular Air Force Wing Commander or Senior Rater will:

2.1.20.1. Nominate line of the Air Force officer developmental education Candidates and Selects applying for intermediate and senior developmental education programs in accordance with AFPC's annual nomination guidance (organizations that don't have a commander or senior rater will designate a senior executive service or general officer in the chain of command). Judge advocate officer Candidates will be nominated in accordance with annual guidance provided by AF/JA. Air Force Medical Services officer Candidates and chaplain Candidates nominated in accordance with annual guidance provided by AFPC on behalf of the Surgeon General (AF/SG) and Chief of Chaplains (AF/HC). (T-2).

2.1.20.2. Request removal of officers identified on intermediate or senior developmental education designation lists through AFPC. (T-2).

2.1.20.3. Provide reason(s) in memorandum regarding the removal of enlisted Airmen selected to attend any professional military education course and forward to Air Force Chief Master Sergeant Management Office (AF/DPE) for chief master sergeants and selects; to AFPC's Enlisted Developmental Education Flight (AFPC/DP3DW) for senior master sergeants and below. (T-2).

2.1.20.4. Approve or disapprove deferment or removal requests for resident enlisted professional military education courses. (T-2).

2.1.20.5. Ensure promotion waivers for Airmen who cannot attend professional military education are processed in a timely manner to ensure on-time promotions. (T-2).

2.1.20.6. Ensure enlisted Airmen promoted via promotion waivers attend applicable enlisted professional military education within timeframes as established here and in AFI 36-2502, *Airman Promotion/Demotion Programs*. (T-2).

2.1.20.7. Ensure the assignment of additional duties and details for enlisted professional military education faculty will not impede the program requirement for uninterrupted academic instruction, student and instructor preparation activities, faculty evaluation of student performance, and class preparation and closeout procedures. (T-2). Faculty and students will be considered unavailable for additional duties and/or exercise participation throughout the course duration. When class is not in session, the assignment of additional duties and details for enlisted professional military education faculty will be moderated to accommodate Air University program requirements that serve to evaluate the effectiveness of instruction and curriculum, facilitate in-service training, as well as complete and implement professional development. Otherwise, enlisted professional military education faculty will support unit and wing activities and perform additional duties. NOTE: For stateside Airman Leadership School faculty, these responsibilities typically fall under the Force Support Squadron Commander (FSS/CC); however, for overseas Professional Military Education Centers this responsibility typically falls under the local wing Vice Commander (CV) or Director of Staff. Enlisted professional military education faculty will be assigned to an Air Expeditionary Force cycle in Air Force Specialty Code 8T000 and may be deployed with an Air Force Specialty Code 8T000 unit type code (UTC) tasking with prior approval of their MAJCOM enlisted professional military education manager.

2.1.20.8. Ensure time in grade is the primary factor when designating Squadron Officer School seats to ensure attendance for all eligible captains prior to meeting their promotion board for major. (T-2).

2.1.21. Regular Air Force Force Support Squadron Commanders and Directors will:

2.1.21.1. Ensure enlisted professional military education students are selected to attend resident schools based on seniority (rank, time in grade, then time in service), priority and other considerations (deployments, retraining, mission, humanitarian, medical, etc.) in accordance with this instruction and the Education and Training Course Announcement (ETCA) website. (T-2).

2.1.21.2. Ensure individual names are entered and confirmed against established training line numbers in the Oracle Training Administration System (OTAS) Military Personnel Data System (MilPDS) for resident professional military education schools no later than 45 days before the class start date unless managed by AFPC's Directorate of Personnel Services (AFPC/DPS). Provide school websites, orders, and reporting instructions to selectees. (T-3).

2.1.21.3. Notify individuals of selection and class start date; immediately notify AFPC for officers and enlisted members who are ineligible or unable to attend. (T-2).

2.1.21.4. Ensure developmental education students have their commander's recommendation for Squadron Officer School and meet eligibility criteria outlined in the Education and Training Course Announcement (The ETCA SharePoint is available on AF Portal Home under Education/Training/Force Development and Applications tab (AZ). (T-2).

2.1.21.5. Provide the Airman Leadership School commandant a monthly or bi-monthly listing of eligible Airman Leadership School members by unit of assignment. (T-3).

2.1.21.6. Provide enrollment information and testing support for distance learning developmental education programs. (T-2).

2.1.21.7. Disseminate annual developmental education nomination announcement published by AFPC. (T-3).

2.1.21.8. Ensure the Military Personnel Data System is updated for members who decline enlisted professional military education attendance to identify them as ineligible for promotion and participation in the High Year Tenure Extension Program. (T-2).

2.1.21.9. Process waiver and deferment requests. (T-3).

2.1.22. Unit Commander or Civilian Equivalent will:

2.1.22.1. Ensure each officer, civilian, or enlisted developmental education attendee meets eligibility criteria outlined in the Air Force Education and Training Course Announcement (The ETCA SharePoint is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z). (T-2).

2.1.22.2. Advise officer and enlisted members of fitness standards requirement to attend resident professional military education. Officer and enlisted members must have a current passing Air Force fitness test prior to attending any resident professional military education. For officer and enlisted members attending any resident professional military education course that is less than 6 months in duration, a passing Air Force fitness assessment must be current through course completion. (Exceptions: members medically exempt, deployed and unable to complete a fitness assessment prior to attendance as approved by the commandant of the school the member falls under). (T-2).

2.1.22.3. Counsel all individuals who are considering declination of resident developmental education attendance. Commanders will emphasize the positive benefit of completing resident developmental education and implications of declining. (T-3)

2.1.22.4. Grant authorization for regular Air Force enrollment into distance learning enlisted professional military education.

2.1.22.5. Process deferment requests in accordance with this instruction and Education and Training Course Announcement procedures. (T-2).

2.1.23. Selected Individuals will:

2.1.23.1. Immediately identify mission-related, medical, or personal hardship circumstances that may impact school attendance to their chain of command. (T-2).

2.1.23.2. Initiate process to obtain (or renew) appropriate security clearance upon notification of selection to attend a resident developmental education course. See Education and Training Course Announcement for the applicable security clearance required. (T-2).

2.1.23.3. Comply with developmental education school prerequisites and guidelines for school attendance.

2.1.23.4. Coordinate appropriate medical profile documentation to their respective wing training manager and obtain approval to attend developmental education school no later than 35 days prior to class start date. Provide the appropriate fitness or medical profile documentation to the respective school upon arrival. (T-2).

Chapter 3

REGULAR AIR FORCE OFFICER DEVELOPMENTAL EDUCATION

3.1. Overview. Regular Air Force officer developmental education is central to the continuum of learning that spans an officer's professional career. Professional continuing education, graduate education, experiential programs, and professional military education compose developmental education. This instruction is primarily concerned with professional military education. There are three levels of officer professional military education: primary, intermediate and senior. Under the force development construct, officers are functionally developed to be experts in their respective career fields. According to the Office of the Secretary of Defense, professional military education is defined as a broadening opportunity and, as such, is designed to help prepare officers for an array of potential assignments within and outside their occupational expertise. Limited resources may restrict resident professional military education attendance and is therefore limited to the "best qualified".

3.1.1. Officers attending professional military education in residence are not authorized, for their time as a student, to be nominated for, or receive, individual tour completion or meritorious service decorations or badges.

3.1.2. Officers must have a current passing Air Force fitness test prior to attending any resident professional military education. For officers attending any resident professional military education course that is less than 6 months in duration, a passing Air Force fitness assessment must be current through course completion. (Exceptions: members medically exempt, deployed and unable to complete a fitness test prior to attendance as approved by the commandant of the school the officer will attend). (T-1).

3.1.3. The term "Select" refers to officers formerly chosen during their respective promotion boards to attend school in residence; the term "Candidate" applies to all other officers while they remain within their respective windows of eligibility; the term "Designee" refers to Selects or Candidates designated for school through the Developmental Education Designation Board process. Selects and Candidates can turn down actual school assignments at any time and continue to compete in subsequent Developmental Education Designation Board cycles (as Candidates) while they are eligible. Selects can also turn down their status as Selects at any time; those who do so will be considered Candidates and be allowed to compete as such while they are eligible.

3.1.3.1. Health professions officers are not designated as senior developmental education Selects by the promotion selection board. Health professions officers must meet all eligibility criteria listed in Table 3.1 to be eligible to attend senior developmental education in residence. For Air Force Medical Service colonels, resident attendance requires at least one below the zone selection to lieutenant colonel or colonel. AF/DPO conducts the health professions senior developmental education selection process in conjunction with the line of the Air Force officer senior developmental education selection process, which is approved by the AF/A1.

3.1.3.2. Judge advocate officers (line of the Air Force-J) are not designated as senior developmental education Selects by the promotion selection board. AF/JA conducts the line of the Air Force-J senior developmental education selection process and presents the

line of the Air Force-J officers identified for attendance to AF/A1 for approval during the Developmental Education Designation Board.

3.1.3.3. Chaplain officers are not designated as senior developmental education Selects by the promotion selection board. AF/HC conducts the chaplain selection process and presents the chaplain officers identified for attendance to AF/A1 for approval during the Developmental Education Designation Board.

3.1.3.4. Provided their performance continues to meet standards and they do not decline their status or the actual developmental education assignment, line of the Air Force Selects are guaranteed a school assignment in residence within their window of eligibility. Although eligible, Candidates are not required to compete in the Developmental Education Designation Board and are encouraged to complete their requisite level of professional military education via distance learning. Regular Air Force officer distance learning professional military education eligibility criteria are listed in Table 3.2.

3.1.4. Officers who are vectored via the Developmental Education Designation Board process to developmental education programs that do not include an approved professional military education curriculum (e.g., civil graduate schools and fellowships) will be required to complete the requisite level of Air Force professional military education. This requirement may be satisfied via distance learning and exists to ensure officers receive requisite Air Force institutional competencies and credit for their level (intermediate or senior developmental education) of development. Officer programs eligible for intermediate or senior developmental education credit are listed in Table 3.3. Air University also offers the Air Command and Staff College Online Master's Program, a 2-year course that awards a Master's in Military Operational Art and Science and Joint Professional Military Education Phase I credit. **NOTE:** For those officers interested in obtaining full joint qualification, the only programs suited to that purpose are accredited by the Joint Chiefs of Staff, Joint Education and Doctrine Division (J-7) through the Process for Accreditation of Joint Education (PAJE). Each service maintains a list of PAJE-accredited courses for each level of development.

3.1.4.1. In this instruction, reference to designations for school all infer the Developmental Education Designation Board process only. However, there are a number of other avenues and processes for officers to obtain developmental education outside of the Developmental Education Designation Board; primary among them is the Air Force Education Requirements Board. As general guidance for those officers opting to compete in the Developmental Education Designation Board for developmental education in-residence slots, the process flow is as follows: the Central Professional Military Education Board scores and forwards all records to the respective developmental teams for vectoring. Once all developmental teams have vectored their officers, the school's match board convenes to assign officers to specific developmental education programs based on developmental team vectors. Final approval of school designations occurs at the annual Developmental Education Designation Board under the authority of AF/A1.

3.1.4.1.1. Deliberate Development is an option for Selects who meet the criteria published in their call for nominations. In general, if a Select is accepted, enrolled, or has graduated from an accredited graduate-level school within their window of eligibility, then they can elect for Deliberate Development. Specifically, major-selects, majors, lieutenant colonel-selects or lieutenant colonels can request Deliberate

Development. This election allows for Selects to 1) compete in the Developmental Education Designation Board and if designated, 2) forgo having to attend school in residence. Officers who elect to be considered for Deliberate Development follow the same Developmental Education Designation Board procedures issued by AFPC.

3.1.4.2. Any officer not marked as a Select on the promotion board is considered a Candidate. Candidates are neither required to nor prohibited from competing in the Developmental Education Designation Board for resident developmental education during their window of eligibility. Candidates who finish the requisite distance learning professional military education program appropriate to their development level are considered “Professional Military Education Complete” for that phase of development. Candidates who are designated for developmental education via the Developmental Education Designation Board can decline (in the same manner as Selects) developmental education assignments and continue if desired to compete in the Developmental Education Designation Board while eligible during the applicable phase of development.

3.1.4.3. All non-Air Force attendees must meet the eligibility criteria of their Air Force military counterparts unless exempted elsewhere in this instruction.

3.1.4.4. Officers considered through the Developmental Education Designation Board process may attend only one non-professional military education program (e.g., graduate education, fellowships) in residence for intermediate or senior developmental education. In addition, the Developmental Education Designation Board will highly discourage back-to-back developmental education assignments at Air University and prohibits back-to-back fellowships.

3.1.4.5. Developmental Education Designation Board designees will immediately notify their rating chain if there is any change or any anticipated change to their medical condition.

3.1.5. Sister service officers who have transferred into the Air Force may be granted resident primary developmental education credit IAW guidance in [Attachment 2](#).

3.1.6. International officers must attend the International Officer School preparatory course at Spaatz Center for Officer Education, Maxwell Air Force Base, AL, before attending a resident professional military education school. (Reference [Attachment 3](#))

3.2. Primary Developmental Education Eligibility, Selection, and Attendance.

3.2.1. Primary developmental education, like intermediate and senior developmental education, designates a time period in which certain developmental education opportunities are available to officers. Primary developmental education distance learning and resident programs are listed by Air University (e.g., annual catalog) and include venues like Squadron Officer School, Inter-European Air Forces Academy (IEAFA) and the Inter-American Air Forces Academy (IAAFA). At the primary developmental education “phase” of development, officers also have the opportunity to attend graduate education and a number of experiential programs like training with industry or education with industry (EWI). Many of these opportunities are offered through career field managers and the Air Force’s academic institutions who receive developmental education funding via the Air Force Education Requirements Board.

3.2.2. All eligible officers in the grade of captain within the following competitive categories are required to attend resident Squadron Officer School: line of the Air Force, line of the Air Force-J, and the non-line of the Air Force Chaplain Corps, Medical Services Corps, Biomedical Science Corps, and Nurse Corps. Medical Corps and Dental Corps officers are eligible but not required to attend. Officer primary developmental education eligibility criteria are listed in Table 3.1.

3.2.2.1. Line of the Air Force captains must have at least 4 but no more than 7 years total active federal commissioned service at class start. NOTE: Line of the Air Force-J, Chaplain Corps, Medical Services Corps, Biomedical Science Corps, Nurse Corps as well as Medical Corps and Dental Corps captains are excluded from the 4-year minimum.

3.2.3. Senior raters may withhold a Squadron Officer School resident opportunity from any sub-performing officer.

3.2.4. Line of the Air Force Squadron Officer School attendance is determined at base level. Line of the Air Force-J captains are selected to attend Squadron Officer School by AF/JA, captains from the Chaplain Corps are selected by AF/HC, and Air Force Medical Services captains are selected by their respective corps: Medical Services Corps, Biomedical Science Corps, Nurse Corps, Medical Corps and Dental Corps. The officer's time in grade should be the primary factor to consider when determining which captains should attend Squadron Officer School in residence first.

3.2.4.1. The waiver authority for officers attending Squadron Officer School in residence beyond 7 years total active federal commissioned service is the MAJCOM/A1, who may delegate to the wing commander or equivalent. Squadron Officer School distance learning is also an available option beyond the 7 years total active federal commissioned service requirement.

3.2.4.2. Captains with an approved date of separation are ineligible to attend.

3.3. Intermediate Developmental Education Eligibility, Selection, and Attendance.

3.3.1. Intermediate developmental education programs include graduate education, fellowships, and professional military education at military command and staff colleges, etc. Intermediate developmental education denotes a period of development during which, for example, officers typically earn Joint Professional Military Education Phase I credit.

3.3.1.1. Senior raters may nominate major (and major selects) Selects and Candidates in accordance with annual guidance. Majors are eligible for intermediate developmental education in residence for a three year window and through distance learning until considered in-the-promotion-zone for lieutenant colonel.

3.3.1.2. Officers selected for intermediate developmental education resident schools that are not accredited to award Joint Professional Military Education Phase I may complete one of Air University's accredited intermediate developmental education distance learning programs to receive joint professional military education credit.

3.3.2. Intermediate developmental education Selects are prohibited from completing Air Command and Staff College-Distance Learning unless 1) they decline their status or actual developmental education assignment, 2) are designated to attend a non-professional military education program, or 3) desire Joint Professional Military Education Phase I credit after

declination, developmental education designation, permanent ops-deferment, or removal for cause.

3.3.3. When an officer fails to meet performance standards, the senior rater, management level, or developmental team will submit a request to AFPC to remove the officer from the developmental education designation list. AFPC will staff the request for approval by AF/A1. This request should include, at a minimum, documented evidence of decreased level of performance. (T-1).

3.3.4. Air Force Medical Services, line of the Air Force-J, and Chaplain Corps officers are not designated as intermediate developmental education Selects by the promotion selection board. Functional managers for these areas conduct their own selection processes and present their Candidate lists to AF/A1 for approval during the Developmental Education Designation Board.

3.3.5. Officers attending resident intermediate developmental education must have retainability to serve at least 3 years following school attendance to satisfy the resulting active duty service commitment.

3.4. Senior Developmental Education Eligibility, Selection, and Attendance.

3.4.1. Senior developmental education programs include graduate education, fellowships, and professional military education at military war colleges, etc. Senior developmental education denotes a period of development during which, for example, officers typically earn Joint Professional Military Education Phase II credit.

3.4.2. To be eligible to attend senior developmental education, officers should have at least 3 years of service since their last permanent-change-of-station resident education assignment as of the Central Professional Military Education Board. Developmental teams may elect to send an officer earlier, but only in the best interest of the Air Force. NOTE: Time on station requirements are not applicable for colonels or colonel selects to be eligible to attend school in residence.

3.4.3. Senior raters may nominate line of the Air Force lieutenant colonel (and lieutenant colonel selects) Selects and Candidates in accordance with annual guidance.

3.4.4. Line of the Air Force officers selected for promotion to O-6 below-the-zone and who have not attended resident senior developmental education will be managed by AF/DPO for their senior developmental education opportunity. A line of the Air Force officer promoted to colonel in the zone, who was promoted below the zone to lieutenant colonel and has not attended resident senior developmental education, will also be managed by AF/DPO for their senior developmental education opportunity. For line of the Air Force colonels, resident attendance requires at least one below the zone selection to lieutenant colonel or colonel or to be designated by the colonel promotion board.

3.4.5. Officers attending senior developmental education must have retainability to serve at least 3 years following school attendance to satisfy the resulting active duty service commitment.

3.4.6. When an officer fails to meet performance standards, the senior rater, management level, or developmental team shall submit a request to AFPC to remove the officer from the Select list or the developmental education designation list. AFPC will staff the request for

approval by AF/A1. This request should include, at a minimum, documented evidence of decreased level of performance. (T-1).

3.4.7. School of Advanced Air and Space Studies (SAASS) grade-eligible graduates who are Air Force Education Requirements Board-sponsored faculty development PhD candidates (often referred to as “all but dissertation” or ABD) will automatically be considered senior developmental education complete once School of Advanced Air and Space Studies receives and coordinates the appropriate notification from the school in which the officer is enrolled.

3.4.8. Senior developmental education Selects are prohibited from completing Air War College-distance learning unless 1) they decline their status or actual developmental education assignment or 2) are designated to attend a non-professional military education program (e.g., fellowship).

Table 3.1. Regular Air Force Officer Resident Developmental Education Eligibility Criteria.

Developmental Opportunity	Rank	Total Active Federal Commissioned Service	Active Duty Service Commitment	Time On Station
Primary Developmental Education	Captain (must be pinned on Captain to attend)	More than 4 to no more than 7 years total active federal commissioned service at class start	None	N/A
Intermediate Developmental Education	Major or Major Select	N/A	3 Yrs	2 years as of projected departure date (except in last year of eligibility)
Senior Developmental Education	Lieutenant Colonel Select thru Colonel	No more than 23 years at graduation	3 Yrs	2 years as of projected departure date (except in last year of eligibility or in a “must-move” status); N/A for Colonel and Colonel selects

Table 3.2. Regular Air Force Officer Distance Learning Professional Military Education Eligibility Criteria.

Program	Rank	Time in Service
Squadron Officer School	Captain or Captain select	When selected to Captain

Air University Online Master's Degree (Leadership Concentration)	Captain only	Must have 6 years total active federal commissioned service to enroll
Air Command and Staff College Online Master's Degree (Joint Warfare Concentration)	Major or Major select	When selected to Major
Air Command and Staff College	Major or Major select	When selected to Major
Air War College	Lieutenant Colonel select through Colonel	When selected to Lieutenant Colonel

Table 3.3. Officer Programs Eligible for Intermediate Developmental Education or Senior Developmental Education Credit.

Intermediate Developmental Education¹	Senior Developmental Education² (Applies to lieutenant colonels only)
Air Force Institute of Technology PhD Program ³	Air Force Institute of Technology PhD Program ³
Air Force Institute of Technology Master's Degree Program	Air Force Institute of Technology - Civilian Institution (PhD only) ³
Air Force Institute of Technology - Civilian Institution	Director National Security Agency (DIRNSA) Fellowship
Fletcher School Global Master of Arts Program (GMAP)	Information Assurance Scholarship Program
Information Assurance Scholarship Program	Naval Postgraduate School PhD program ³
Mansfield Fellow	White House Fellow
Naval Postgraduate School	Faculty Development School of Advanced Air and Space Studies PhD Candidate ⁴
Olmsted Scholar	Army War College - Distance Education Program ⁵
U.S. Air Force and U.S. Navy Test Pilot Schools; Empire Test Pilot School in Great Britain; and EPNER in France	National Defense University
White House Fellow	
National Intelligence University	
National Defense University	

NOTES:

1. All programs listed within column 1 require completion of Air Command and Staff College-distance learning and the respective program prior to receiving credit for intermediate developmental education.
2. All programs listed within column 2 require completion of Air War College-distance learning and the respective program prior to receiving credit for senior developmental education.
3. A request for deliberate development must be initiated by the member. Deliberate development requests for members in PhD programs will only be considered upon PhD program completion.
4. Faculty Development School of Advanced Air and Space Studies PhD Candidates are not required to complete Air War College-distance learning to receive senior developmental education credit.
5. Army War College - Distance Education Program graduates are not required to complete Air War College-distance learning to receive senior developmental education credit.

3.5. Declinations, Deferments, and Removals for Cause.

3.5.1. Officers designated as intermediate or senior developmental education promotion board Selects may decline 1) Select status or 2) actual developmental education assignments at any time. Officers who decline Select status are still permitted but not obligated to compete in the Developmental Education Designation Board as Candidates while they remain eligible. This rule applies to alternates regardless of when they are notified.

3.5.2. If an officer in their last year of eligibility cannot attend intermediate or senior developmental education, AFPC/CC can approve a permanent deferment for reasons other than cause to include mission requirements and circumstances described in AFI 36-2110, *Assignments*, i.e., Humanitarian Reassignment and Deferment, and Exceptional Family Member Program (EFMP). As part of the approval process, AFPC prepares a letter stating the officer was designated to attend school but not available to go in residence. A copy of this letter is sent to the member as well as the senior rater and becomes a permanent part of the officer's selection record. (T-1).

3.5.3. Selects (lieutenant colonels and below) who are not in their last look but have been removed from the developmental education designation list for reasons other than cause may be scheduled to attend in the subsequent year(s) following the delay, deferment, or removal period. Selects and candidates do not re-compete for school eligibility status, but do re-compete for attendance at specific developmental education programs. Lieutenant colonel senior developmental education Selects who are subsequently promoted to colonel or become a colonel-select, might not attend the program for which they were designated as a lieutenant colonel. AF/DPO designates officers in this situation to meet Air Force strategic requirements and developmental requirements for the officer as a colonel.

3.5.4. When a request from the senior rater, management level, or developmental team to remove an officer from a developmental education designation list for cause is approved by

AF/A1, that officer will be permanently removed from the nomination list. This results in the permanent loss of any status as well as eligibility to compete in the Developmental Education Designation Board for in resident school. These details will be disclosed in the officer's Single Unit Retrievable Format (SURF), Duty Qualification History Brief, and Officer Selection Brief. AFPC will also produce a letter which will be filed as a permanent part of the member's Officer Selection Record. It is the commander's and senior rater's responsibility to monitor the performance and standards of developmental education Selects and alternates. Should the performance, conduct, or character of any designee become questionable, the senior rater should notify appropriate management level A1 (e.g., Major Command, Direct Reporting Unit, Field Operating Agency) and AFPC/CC immediately. (T-1).

3.5.5. Regular Air Force lieutenant colonels deferred or not selected for promotion to colonel are ineligible for in-residence senior developmental education and will be removed from the Select list and the school designation list. Senior rater, management level or developmental team, and the member will receive a letter from AF/A1 notifying them the member has been removed from the Select list and/or the school designation list due to their promotion deferment.

3.6. Advanced Studies Group. Advanced Studies Group programs offer advanced developmental education. These programs include: School of Advanced Air and Space Studies (SAASS), Maritime Advanced Warfighting School (MAWS), School of Advanced Warfighting Studies (SAWS), School of Advanced Military Studies (SAMS), and School of Advanced Nuclear Deterrence Studies (SANDS). Each school competitively selects a small number of officers each year. While the Developmental Education Designation Board does not select officers for these programs, eligible officers, senior raters and developmental teams must be actively engaged in the nomination and selection process. As sister service programs vary, interested officers may contact AFPC for additional information.

3.7. Air Force Fellows Program. Air Force Fellows Program is a diverse collection of fellowships designed to develop leadership and broaden perspectives through observation and interaction with senior Department of Defense, legislative, political and academic leaders making strategy and policy decisions. These programs are not professional military education accredited; therefore, completion of the distance learning is required for all participants (intermediate and senior developmental education) who have not previously completed the appropriate level of Air Force professional military education.

3.8. International Professional Military Education. International military service schools will be accepted for professional military education equivalency provided that program is listed on the Chairman, Joint Chiefs of Staff, annual memo entitled, "Program for Joint Professional Military Education Phase I Equivalent Credit." As the document title implies, Air Force officers who attend one of these programs will be awarded Joint Professional Military Education Phase I credit for attending in residence. For intermediate and senior developmental education equivalent international programs, the Air Force officer is considered to be "Professional Military Education complete" once that program's requirements have been fulfilled.

Chapter 4

TOTAL FORCE ENLISTED PROFESSIONAL MILITARY EDUCATION.

4.1. Architecture. The Air Force enlisted professional military education program is central to the continuum of learning that spans an enlisted Airman's career. The continuum of learning is a deliberate process of combining education, training and experiences to prepare Airmen to perform in progressively demanding supervisor, leader and manager positions in dynamic operational environments. The continuum of education is a subset of the continuum of learning and is the foundation for the development of all enlisted education programs along common guiding principles.

4.1.1. Enlisted professional military education contributes to developing Air Force institutional competencies and occupational competencies vital to the knowledge and skills required for performing assigned tasks and responsibilities at the appropriate level.

4.1.2. Enlisted professional military education develops critical and analytical thinking skills which enable innovative and creative leadership solutions and skilled employment of air, space, cyberspace and multi-domain power in the conduct of war and contingency operations.

4.2. Enlisted Professional Military Education Continuum of Learning. The enlisted professional military education continuum of learning deliberately integrates developmental opportunities through education, training and experiences to build and enhance institutional competencies and occupational competencies in individual enlisted Airmen. This structure encompasses rank- and competency-based models to ensure targeted delivery of military education through five levels of developmental education: introductory, primary, intermediate, senior, and executive, as outlined in Chairman of the Joint Chiefs of Staff Instruction 1805.01B, *Enlisted Professional Military Education Policy*.

4.2.1. Introductory. Airmen in the grades of E-1 through E-3. Encompasses a foundational development construct to transform civilians into motivated, disciplined Airmen and transition them into a mission-oriented environment. Airmen cultivate institutional and occupational proficiencies while becoming effective team members. Foundational development is presented through accessions training, basic military training, technical training and First Term Airman Center orientation.

4.2.2. Primary. Airmen in the grades of E-4 through E-6. Encompasses institutional and occupational development constructs to prepare Airmen to be professional, highly-skilled technicians, supervisors and leaders in the employment of airpower. Institutional and occupational development includes, but is not limited to, distance learning, resident enlisted professional military education and joint professional military education.

4.2.3. Intermediate. Airmen in the grade of E-7. Encompasses institutional and occupational development constructs to develop leaders of operational competence to lead the enlisted force in the employment of airpower. Institutional and occupational development includes distance learning, resident enlisted professional military education, joint professional military education and equivalent sister service courses.

4.2.4. Senior. Airmen in the grades of E-8 and E-9. Encompasses institutional and occupational development constructs to develop experienced and operational leaders while bridging operational-to-strategic perspectives in the employment of airpower. Institutional and

occupational development includes distance learning, resident enlisted professional military education, joint professional military education and equivalent sister service courses.

4.2.5. Executive. Airmen in the grade of E-9. Encompasses institutional and occupational development constructs to broaden the leadership and utilization of enlisted Airmen through operational competence and strategic vision levels of leadership. Institutional and occupational development includes senior leader development courses, joint professional military education and other educational and developmental opportunities.

4.3. Enlisted Professional Military Education Continuum of Learning Model. The enlisted professional military education continuum of learning model identifies the education, training and experiences to organize, train and equip enlisted Airmen through institutional competencies and occupational competencies across the continuum of learning. The intent is for Airmen to have a continuum of education, training and experiences throughout the span of their career to ensure deliberate development and continued growth.

4.3.1. Airmanship training and leader development courses identify competency- and outcome-based education and training for enlisted Airmen. These opportunities deliberately develop Airmen with specific competencies to meet present and future roles and responsibilities through deliberate education, training and experiences across leadership competencies at the tactical, operational and strategic levels.

4.3.2. Distance learning courses identify competency- and outcome-based education and training for enlisted Airmen. They better prepare Airmen for leadership responsibilities by expanding their leadership and managerial capabilities, as well as their perspective of the military profession.

4.3.3. Resident Enlisted Professional Military Education. Airman Leadership School, Noncommissioned Officer Academy, Senior Noncommissioned Officer Academy and Chief Leadership Course include curriculum with declarative, procedural and comprehensive knowledge required to establish a foundation for continued leadership and supervisory experience and development. These courses provide educational opportunities to achieve higher proficiency levels leading Airmen to meet present and future mission demands.

4.4. Regular Air Force Resident Enlisted Professional Military Education.

4.4.1. Airman Leadership School. Airman Leadership School is a primary level in-resident force development opportunity that meets all enlisted professional military education requirements beginning at the three-year time in service mark. Completion of Airman Leadership School is required for senior airmen selected for staff sergeant before their promotion increment month and all eligible senior airmen prior to departure to remote tours, deployments and extended temporary dutys (45 days or more). All senior airmen and staff sergeants must complete Airman Leadership School before they are assigned as a reporting official (supervisor). (T-1).

4.4.2. Noncommissioned Officer Academy. Noncommissioned Officer Academy is a primary level in-resident force development opportunity and completion is required prior to promotion to master sergeant (see AFI 36-2502). (T-1).

4.4.3. Senior Noncommissioned Officer Academy. Senior Noncommissioned Officer Academy is an intermediate and senior level in-resident force development opportunity and is

required prior to promotion to chief master sergeant (see AFI 36-2502). NOTE: Senior noncommissioned officers who complete a resident sister service equivalent course or Joint Special Operations Forces Senior Enlisted Academy will receive enlisted professional military education credit for completing resident Senior Noncommissioned Officer Academy. (T-1).

4.4.4. Chief Leadership Course. Chief Leadership Course is a senior level in-resident force development opportunity and is required for all newly selected chief master sergeants. Eligible Airmen must complete Senior Noncommissioned Officer Academy prior to Chief Leadership Course attendance. NOTE: Prerequisite for Air Reserve Component is the Senior Noncommissioned Officer Distance Learning Course. (T-1).

4.5. Resident Enlisted Professional Military Education Selection.

4.5.1. The Thomas N. Barnes Center for Enlisted Education, Dean of Academic Affairs provides AFPC/DP3DW with an enlisted professional military education class schedule no later than May of each year. The schedule accommodates the established Total Force production targets that ensure a deliberate and methodical process to schedule Airmen to meet present and future mission demands.

4.5.2. Selection for regular Air Force Airmen for resident enlisted professional military education attendance is based on grade, date of rank, priority and eligibility. NOTE: Airmen selected for resident enlisted professional military education will formally accept, decline or request deferment within 5 duty days of notification. (T-3).

4.5.3. Once notified of selection, Airmen are required to attend resident enlisted professional military education. Airmen may not defer attendance except for valid mission, medical or humanitarian reasons. Deferment requests require justification, wing command chief coordination and concurrence and wing commander (or equivalent) approval with a courtesy copy to the MAJCOM enlisted professional military education manager. (T-3).

4.5.4. If selected, Airmen serving in overseas assignments of 15 months or less will be deferred from resident enlisted professional military education attendance until tour completion. Airmen serving in overseas assignments of 16 months or longer may attend resident enlisted professional military education if they have at least 120 days remaining in the overseas area upon graduation. AFPC/DP3DW may waive these requirements, if the unit commander and MAJCOM enlisted professional military education manager approve. (T-2).

4.5.5. Retainability. Retainability for regular Air Force Airmen attending resident enlisted professional military education is 6 months for Airman Leadership School and 1 year for Noncommissioned Officer Academy, Senior Noncommissioned Officer Academy and Chief Leadership Course.

4.6. Resident Enlisted Professional Military Education Scheduling. Scheduling enlisted professional military education for regular Air Force personnel is a responsibility of AFPC/DP3DW unless otherwise noted.

4.6.1. Airman Leadership School. Airman Leadership School resident attendance is scheduled by the local Airman Leadership School commandant. Commandants build an annual schedule shortly after the staff sergeant promotion release and ensure the scheduling process adheres to the following priorities for Airman Leadership School:

4.6.1.1. Priority 1: All staff sergeants and staff sergeant selects. If seats are limited, use rank, time in grade, time in service and promotion sequence number to determine scheduling priorities. Additionally, give priority to SSgt selects or SrA with 36 months or more time-in-service selected for deployments and short-tour/remote assignments. The losing base must schedule members selected for short-tour/remote assignments prior to permanent change of station to minimize Airmen's time away from their primary duties and remain mission focused while serving at these locations. NOTE: Applicable Air Reserve Component Airmen are scheduled in coordination with MAJCOM enlisted professional military education managers, and are considered Priority 1 within their allocations provided by AF/A1DL. (T-3).

4.6.1.2. Priority 2: Prioritize senior airmen with the most time in grade and a pending assignment or deployment ahead of other Airmen.

4.6.1.3. Priority 3: Eligible Air Force and Department of Defense civilians, sister service E-4s, approved international students and local civilians. Department of Defense civilians may take enlisted professional military education as consistent with the Air Force civilian development policy.

4.6.1.4. To the extent possible, distribute Priority 2 and 3 students throughout the year to maximize diversity in the classroom.

4.6.2. Noncommissioned Officer Academy. Selection and scheduling is accomplished by AFPC/DP3DW for Noncommissioned Officer Academies based on grade, priority and eligibility. Below is the order of priority for Airmen attending resident Noncommissioned Officer Academy:

4.6.2.1. Priority 1: Technical sergeants by seniority (based on date of rank, total active federal military service date, pay date and date of birth).

4.6.2.2. Priority 2: Staff sergeants selected for promotion to technical sergeant by seniority (based on date of rank, total active federal military service date, pay date and date of birth).

4.6.2.3. Priority 3: Eligible Air Force and Department of Defense civilians, sister service, and international students on a space available basis.

4.6.3. Senior Noncommissioned Officer Academy. Selection and scheduling is accomplished by AFPC/DP3DW based on grade, priority and eligibility and is driven by the senior master sergeant promotion release. (T-1). Below is the order of priority for Airmen attending resident Senior Noncommissioned Officer Academy:

4.6.3.1. Priority 1: Senior master sergeants by seniority (based on date of rank, total active federal military service date, pay date and date of birth).

4.6.3.2. Priority 2: Master sergeants selected for promotion to senior master sergeant (based on date of rank, total active federal military service date, pay date and date of birth).

4.6.3.3. Priority 3: Master sergeants (non-selects to senior master sergeant) based on combined U.S. Air Force Supervisory Examination score and promotion board score (highest to lowest).

4.6.3.4. Priority 4: Eligible Air Force and Department of Defense civilians, sister service and international students on a space available basis.

4.6.4. Chief Leadership Course. Selection and scheduling is accomplished by AFPC/DP3DW based on grade, priority and eligibility and is driven by the chief master sergeant promotion release. (T-1). Below is the order of priority for Airmen attending Chief Leadership Course:

4.6.4.1. Priority 1: Chief master sergeants by seniority (based on date of rank, total active federal military service date, pay date and date of birth).

4.6.4.2. Priority 2: Senior master sergeants selected for promotion to chief master sergeant (based on date of rank, total active federal military service date, pay date and date of birth).

4.7. Declinations, Deferments and Waivers.

4.7.1. Declinations. When selected for resident enlisted professional military education, regular Air Force Airmen can decline attendance. Declinations are done with prejudice and signed declination statements must be submitted within 5 duty days of notification. Eligible Airmen declining resident enlisted professional military education will be ineligible for promotion and participation in the High Year Tenure Extension Program (see AFI 36-2110). NOTE: Eligible Airmen should contact their local Military Personnel Section and career assistance advisor before submitting a declination. (T-3).

4.7.1.1. Eligible Airmen who intend to decline resident enlisted professional military education attendance may request an extension of the 5 duty day time period if needed. Provide justification and the calendar date of the additional time required. Forward extension requests to your local Military Personnel Section. Unnecessary delay or failure in submitting this request and/or the statement below will result in a loss of declination opportunity.

4.7.1.2. Eligible Airmen who decline enlisted professional military education will sign and submit the following statement to the Military Personnel Section: "I decline to attend the (Airman Leadership School, Noncommissioned Officer Academy, Senior Noncommissioned Officer Academy or Chief Leadership Course) class starting on (class start date), for which I have been selected/scheduled. I understand that this declination renders me ineligible for promotion, and participation in the High Year Tenure Extension Program." Upon receipt of this statement and AF Form 964, PCS, TDY, or Training Declination Statement, the Military Personnel Section will update the Airman's record in the Military Personnel Data System with Assignment Availability Code 09 (Assignment Limitation Code L for first term Airmen) and notify AFPC/DP3DW to remove Airmen from class. The statement and AF Form 964 will be filed in the Airman's Automated Records Management System (see AFI 36-2110). NOTE: AFPC/DP3DW will not remove Airmen from class until the Assignment Availability Code 09 or Assignment Limitation Code L is visible in the Military Personnel Data System. (T-1).

4.7.2. Deferments. Airmen selected for resident enlisted professional military education may defer attendance (or be non-recommended) for compelling non-routine mission, humanitarian, medical or other reasons without prejudice upon approval of the Airman's wing commander (or equivalent). Deferments must be kept to an absolute minimum and require wing command chief coordination and concurrence, and wing commander (or equivalent) approval. (T-3).

4.7.2.1. Mission Deferment. An Airman is indispensable to the mission and the mission will be severely degraded without their presence. No other individual could stand in or temporarily replace the selected Airman.

4.7.2.2. Medical Deferment. Medical conditions that render an Airman ineligible for course attendance or requires on-going treatment, including mental health counseling and Alcohol and Drug Abuse Prevention and Treatment (ADAPT) program completion that would be detrimental if interrupted. Enlisted professional military education commandants determine the Airman's eligibility based on the course's ability to accommodate the Airman's medical condition and an overall assessment of their ability to meet course objectives.

4.7.2.2.1. Permanent Physical Profile. Airmen who are on a permanent physical restrictive profile that have been returned to duty following a Medical Evaluation Board are cleared to attend resident enlisted professional military education. First sergeants and commanders will ensure Airmen coordinate with their local medical providers and/or health promotion staff to engage in the fullest physical training possible within their AF Form 422/469 restrictions during the time allotted for human performance objectives.

4.7.2.3. Humanitarian Deferment. Unusually stressful family or personal situation or an emergency situation with an immediate family member as similarly defined under humanitarian reassignment guidance (see AFI 36-2110).

4.7.2.4. Other Deferments or Non-recommendations. Unit commanders may request deferment or non-recommendation of an Airman's resident enlisted professional military education attendance based on extenuating circumstances. Examples may include poor duty performance (not covered under control roster actions but detrimental to the academic environment), poor fitness standards or military image, pending disciplinary action, under investigation, etc.

4.7.2.5. Deferment Coordination.

4.7.2.5.1. Airman Leadership School Deferments. Coordinate unit commander-approved deferment requests through the respective chain of command, wing command chief for coordination and wing commander (or equivalent) for approval. Send wing commander-approved deferments to Airman Leadership School no later than 30 days prior to class start date for action. The Airman Leadership School files approved deferments and notifies the Airman's unit of the approved deferment. (T-3).

4.7.2.5.2. Noncommissioned Officer Academy/Senior Noncommissioned Officer Academy/Chief Leadership Course Deferments. Coordinate unit commander-approved deferment requests through the respective chain of command, wing command chief for coordination and wing commander (or equivalent) for approval. Send wing commander-approved deferments for resident courses to AFPC/DP3DW (with a copy to the Airman's MAJCOM enlisted professional military education manager) as soon as possible, but not later than 10 days prior to the class start date unless extenuating circumstances exist. (T-2).

4.7.3. Waivers.

4.7.3.1. Human Performance Waivers. Members possessing an AF Form 422, Physical Profile Serial Report identifying temporary physical restrictions are ineligible to attend resident enlisted professional military education without enlisted professional military education commandant approval or an approved waiver from AF/A1DL. Enlisted Airmen

must have a current passing Air Force fitness assessment (valid through the scheduled graduation date) in order to attend resident enlisted professional military education. Exceptions are granted in accordance with AFI 36-2905, *Fitness Program*, Chapter 4 and allowed if approved by the enlisted professional military education commandant. (T-1).

4.7.3.1.1. If an Airman on a permanent profile cannot execute any of the physical requirements of the Human Performance lesson plan (including those identified for the modified fitness group), they are to be exempted from those physical requirements. This waiver will ensure equal opportunity for all Airmen to participate in professional development programs commensurate with scheduling procedures outlined in this instruction.

4.7.3.2. Promotion Eligibility Waivers. Resident enlisted professional military education completion may be waived (by exception) in accordance with AFI 36-2502 for senior airmen, technical sergeants, and senior master sergeants (prior to promotion to the next grade) who cannot complete the required resident enlisted professional military education due to circumstances beyond their control (e.g., remote tours, deployments, medical issues, personal hardship, Exceptional Family Member Program, etc.). Waivers are approved by the Airman's unit commander and must be stated in writing.

4.7.3.2.1. Airmen with approved promotion eligibility waivers must attend enlisted professional military education (in the next higher grade) as soon as possible without negatively impacting the mission or member. Airmen with approved waivers serving on remote tours or extended deployments, or attending lengthy formal training or retraining, will attend enlisted professional military education within 120 days of completing the remote tour, deployment, or training and no later than 60 days prior to subsequent re-deployment, training, or permanent-change-of-station (also see AFI 362502). (T-1).

4.8. Sister Service Enlisted Professional Military Education.

4.8.1. Sister Service enlisted professional military education opportunities include senior noncommissioned officer equivalent courses within the Army, Navy, Marines and Coast Guard. Each are approved courses that fulfill equivalent resident credit for Air Force senior noncommissioned officer enlisted professional military education. Eligibility is based on the individual academy's requirements and does not follow Senior Noncommissioned Officer Academy eligibility criteria as defined herein.

4.8.2. Technical sergeant and below sister service resident enlisted professional military education courses are not comparable to Air Force enlisted professional military education courses and do not meet Air Force enlisted professional military education requirements. Therefore, prior sister service noncommissioned officers will complete the grade appropriate Air Force enlisted professional military education. (T-1).

4.8.3. Sister service distance learning enlisted professional military education courses are not comparable to Air Force distance learning enlisted professional military education courses and do not meet the Air Force enlisted professional military education requirements. Therefore, these courses will not be updated in the Airmen's personnel records unless an exception to policy is granted by the chief of Air Force enlisted developmental education (AF/AIDLE).

4.8.4. Qualification Criteria. Airmen must meet the individual school's requirements and prerequisites. They must also have a current Air Force fitness assessment on record with at least 80 percent, and the last three fitness assessments must all have passing scores. Selected Airmen must have 24 months retainability after the respective class graduation date. (T-1).

4.8.5. Enlisted Sister Service Enlisted Professional Military Education Academies.

4.8.5.1. U.S. Army Sergeants Major Academy (Course L5AZA8F0900F1A). Located at Fort Bliss, Texas. Attendance is considered a permanent-change-of-station assignment. Airmen must meet permanent-change-of-station eligibility requirements. Airmen must be a senior master sergeant or senior master sergeant-select, who will pin-on prior to the class start date. (T-1).

4.8.5.2. U.S. Navy Senior Enlisted Academy (Course USNSEA 100). Located at Newport, Rhode Island. Airmen must be a master sergeant or senior master sergeant. Airmen must meet Navy physical training requirements. (T-1).

4.8.5.3. U.S. Marine Corps Staff Noncommissioned Officer Academy Advance Course. Multiple locations: Quantico, Virginia; Camp Pendleton, California; Camp Lejeune, North Carolina; and Camp Butler, Japan. Airmen must be a master sergeant or senior master sergeant-select, who will NOT pin-on prior to the class graduation date. Airmen must also meet USMC physical fitness standards. (T-1).

4.8.5.4. U.S. Coast Guard Chief Petty Officers Academy (Course USNSEA CG 100). Located at Petaluma, California. Airmen must be a master sergeant or senior master sergeant-select, who will NOT pin-on prior to the class graduation date. (T-1).

4.8.5.5. Joint Special Operations Forces Senior Enlisted Academy (Course JSOFSEA SOE 3600 1M3). Located at MacDill Air Force Base, Florida. Joint Special Operations Forces Senior Enlisted Academy uses a blended learning approach divided into two phases. Phase I (distance learning) is a Blackboard-facilitated learning environment. Phase II (resident) is a seminar-based instruction conducted at MacDill Air Force Base. Airmen must be a senior master sergeant or senior master sergeant-select, who must pin-on prior to the resident phase start date. (T-1).

4.8.6. Nomination Procedures. Each year unit commanders may nominate qualified Airmen via their respective MAJCOMs. While specific routing may be locally determined, ensure wing command chiefs are part of the coordination process. Submit packages to appropriate MAJCOM office for consideration. MAJCOMs are responsible for validating their Airmen's eligibility requirements. The nomination package must contain the items outlined in the call for nominations memorandum released by AF/A1DLE.

4.8.7. Selection Board. AF/A1DLE coordinates and facilitates the selection board. The voting members of the board include a MAJCOM or numbered Air Force command chief, chief of enlisted force development, combatant command senior enlisted leader (if available), a career field manager and senior noncommissioned officer academy commandant. The board selects Airmen to fill all available sister service enlisted professional military education opportunities as well as a list of alternates. Results are forwarded to AF/A1 for final approval with an informational copy to the chief master sergeant of the Air Force for review and recommendation. Results are announced via official memorandum. AFPC/DP3DW schedules all members selected within 30 days of approval by AF/A1. **NOTE:** Deferment requests to

sister service schools may result in loss of opportunity due to limited seat availability and scheduling constraints. (T-1).

4.9. Enlisted Program for Advanced Academic Degrees.

4.9.1. Enlisted Program for Advanced Academic Degrees is one of many leader development programs available to enlisted Airmen. Enlisted-to-Air Force Institute of Technology provides resident Air Force Institute of Technology-sponsored science, engineering and management graduate degree opportunities to further develop an Airman's technical education and skill. This program is intended to enhance combat capability through occupational competencies and to provide highly proficient Airmen, technically experienced in their career field.

4.9.2. Air Force career field managers maintain management of graduate education programs and will provide AF/A1DL updates at least annually. Reports will include, at a minimum, the selection process, mission requirements, utilization rates and a history of attendees.

4.10. Senior Leader Development Courses. Senior leader development education targets chief master sergeants for increased developmental education opportunities. These opportunities further maximize their effectiveness to lead and execute Air Force requirements.

4.11. Joint Professional Military Education. Senior Enlisted Joint Professional Military Education I and II. Senior Enlisted Joint Professional Military Education I and II are stand-alone, web-based courses. They include chairman of the Joint Chiefs of Staff-sponsored, assignment-oriented educational opportunities for Airmen in grades E-5 through E-9 serving in, or with potential to serve in, joint and combined organizations.

4.11.1. Senior Enlisted Joint Professional Military Education I prepares enlisted Airmen to successfully integrate, influence and lead at the tactical and operational levels of warfare within a joint environment.

4.11.2. Senior Enlisted Joint Professional Military Education II builds upon Senior Enlisted Joint Professional Military Education I by reinforcing previous material, introducing new material and delivering a learning experience targeted for higher levels of understanding and synthesis of joint operations. This course is targeted for Airmen in the grades of E-8 and E-9 that will lead in joint environments. Airmen must complete Senior Enlisted Joint Professional Military Education I before enrolling in Senior Enlisted Joint Professional Military Education II.

4.12. Enlisted Professional Military Education Graduate Ribbon. Graduates from each resident enlisted professional military education earn the U.S. Air Force Noncommissioned Officer Professional Military Education Graduate Ribbon. This extends to all resident courses (Airman Leadership School, Noncommissioned Officer Academy, Senior Noncommissioned Officer Academy and Chief Leadership Course) to include approved sister service equivalent enlisted professional military education courses. An oak leaf cluster is added to the basic ribbon for additional resident enlisted professional military education completion. **NOTE:** All Air Reserve Component Airmen are authorized the U.S. Air Force Noncommissioned Officer Professional Military Education Graduate Ribbon for completion of equivalent distance learning or resident enlisted professional military education courses, but not more than one ribbon for each enlisted professional military education opportunity (e.g., for Airman Leadership School, only one ribbon will be awarded for completion of distance learning or resident enlisted professional military

education, not one for distance learning and resident enlisted professional military education) (see AFI 36-2803, *The Air Force Military Awards and Decorations Program*).

4.13. Enlisted Professional Military Education (EPME) Achievement Awards.

4.13.1. Air University, through the Barnes Center for Enlisted Education, publishes specific award criteria in the USAF EPME Procedural Guidance.

4.13.2. Airman Leadership School, Noncommissioned Officer Academy and Senior Noncommissioned Officer Academy resident enlisted professional military education courses are authorized four achievement awards. Senior Noncommissioned Officer Academy is also authorized the Chief Master Sergeant Richard L. Etchberger Team Award.

4.13.3. AF/A1DLE is the approval authority for the establishment of additional enlisted professional military education awards or changing the name/criteria for existing enlisted professional military education awards. Coordinate requests for additional enlisted professional military education awards or changes to existing awards through the chain of command to AF/A1DLE for approval.

4.13.4. Awards.

4.13.4.1. John L. Levitow Award is the highest honor and is presented to the top graduate of each class. Only one John L. Levitow Award is presented per class. Recipients of this award are excluded from receiving both the Academic Achievement and Commandant/Leadership Award.

4.13.4.2. Distinguished Graduate Award is presented to the top 10 percent of each class. The John L. Levitow Award recipient as the class “top” Distinguished Graduate is included in this group. Ties are permitted for the Distinguished Graduate Award.

4.13.4.3. Academic Achievement Award is presented for scholastic excellence. Ties are permitted for the Academic Achievement Award.

4.13.4.4. Commandant/Leadership Award is presented to the student who, in the commandant’s judgment, made significant leadership contributions to the overall success of their class.

4.13.4.5. The Chief Master Sergeant Richard L. Etchberger Team Award is presented to the flight during each Senior Noncommissioned Officer Academy class that demonstrates superior leadership and performance in academics, physical fitness and community service as a team. Selections are made by the Senior Noncommissioned Officer Academy commandant.

4.14. Enlisted Professional Military Education Triennial Review.

4.14.1. Objective. Ensure enlisted professional military education is aligned with Air Force priorities and force development strategies and enlisted professional military education courses have relevant curricula, appropriate educational technologies, and required resources to instruct institutional competencies in warfighting Airmen to meet future mission challenges in joint and coalition environments.

4.14.2. Triennial Review Committee. Consists of AF/CCC, AF/A1D, AF/A1DLE, AETC/CCC, AU/CCC, representative MAJCOM CCCs, ARC/CCCs, Barnes Center/CC, and Barnes Center Academic Affairs. Subject matter experts are invited as required.

4.14.2.1. Convenes not less than once every three years to review the enlisted professional military education strategic plan (mission, vision, strategic themes and objectives and key initiatives), enlisted professional military education policies, curricula, resources and processes.

4.14.2.2. Additionally, meets at the discretion of any primary member and, if agreed to by AF/CCC and AF/A1D, prior to the Triennial Review.

4.14.2.3. Upon completion of the Triennial Review, the AF/A1DLE coordinates and determines which items will be presented to the AF/A1 and Enlisted Force Development Panel for action.

4.14.3. Roles and responsibilities for the Triennial Review members:

4.14.3.1. AF/A1D and AF/CCC will co-chair the Triennial Review. The co-chairs will approve the proposed agenda and sign the report.

4.14.3.2. AF/A1DLE will:

4.14.3.2.1. Provide agenda for the Triennial Review, prepare the review report and coordinate the report through attendees. The report should address enlisted professional military education initiatives and proposals, sister service best practices and near-term and long-term improvement plans. AF/A1DLE forwards the final report to AF/A1D and AF/CCC for approval.

4.14.3.2.2. Route approved items from the review report through appropriate agencies. Distribute approved report to the review participants and provide semiannual updates to each member of the committee on action item status and close headquarters Air Force action items.

4.14.3.2.3. Address any potential manpower and resource increases or decreases due to future developmental education courses and production levels. Notify appropriate MAJCOM enlisted professional military education managers to request required resources for planned developmental education courses and production levels.

Chapter 5

AIR FORCE RESERVE OFFICER AND ENLISTED DEVELOPMENTAL EDUCATION PROGRAM

5.1. Developmental Education for Air Force Reserve Officers.

5.1.1. The developmental education program spans a member's professional career and includes three levels of developmental education: primary, intermediate and senior. There are separate courses at each level for officers and they each provide the right level of development at the right time in a member's career. Limited resources may restrict developmental education resident attendance, therefore, distance learning opportunities are strongly encouraged. Selected Air Force Reserve members eligible for resident developmental education include Traditional Reservists, Air Reserve Technicians, Individual Mobilization Augmentees and Active Guard Reserve members. Applicants on tours of Limited Extended Active Duty, Limited Period Recall or Voluntary Leave Period Active Duty (see AFI 36-2008, *Voluntary Extended Active Duty (EAD) for Air Reserve Commissioned Officers*) may not apply to compete in the Air Force Reserve Developmental Education Designation Board or the Reserve School Selection Board process unless they are projected to return to a Selected Reserve position before the class start date. Applicants on tours of Limited Period Recall, Limited Extended Active Duty, and Voluntary Leave Period Active Duty may apply for primary developmental education through regular Air Force processes. Those selected must utilize a regular Air Force training line number, and be funded through the regular Air Force. (T-2).

5.1.2. Headquarters Air Force, Reserve Personnel (AF/REP) obtains annual developmental education quotas from AF/A1D. Quotas will be reviewed and forwarded to Air Reserve Personnel Center Assignments (ARPC/DPA) and AFRC/A1K.

5.1.2.1. Air Force Reserve members who attend developmental education in residence must be in a military duty status to receive point credit for attendance. However, Air Force Reserve members who completed resident developmental education while in civilian status will receive credit once their military grade has met the criteria for that respective level of developmental education.

5.1.3. When eliminating or disenrolling an Air Force reservist from a developmental education school for any reason, the procedures are outlined in the Education and Training Course Announcement (The ETCA SharePoint is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z)). The school sends a copy of the faculty board proceedings to Headquarters RIO for Individual Mobilization Augmentees, to AFRC/A1 for unit assigned members, and ARPC/DPA for Active Guard Reserve with a copy to USAF/RE.

5.1.4. Professional Military Development Short Courses. Air Force Reserve does not consider professional military development short courses as a viable substitute for primary, intermediate and senior developmental education.

5.2. Developmental Education Credit for Schools Attended and Completed in Other Services.

5.2.1. Air Force Reserve members are authorized to enroll in other service developmental education after first completing the comparable level of Air Force developmental education

via distance learning. (Exception: members selected by the Reserve Developmental Education Designation Board to attend other service schools and Army War College distance education program graduates are not required to complete Air War College-distance learning to receive senior developmental education credit). Air Force Reserve members who completed Air Force intermediate developmental education by residence or correspondence may complete other service's senior developmental education by correspondence without first completing the comparable level of Air Force developmental education via distance learning. Members accessed into the Air Force Reserve from other services may receive recognition for developmental education completion in their former service.

5.2.2. Members are not authorized to negotiate developmental education quotas directly with service schools offering developmental education, and any developmental education completed by using such means will not be creditable. (T-2).

5.3. Air Force Reserve Officer Developmental Education Eligibility Criteria and Application Process.

5.3.1. Due to the unique construct of the Air Force Reserve, few Reserve officers are sent to resident developmental education programs. All officers are highly encouraged to complete developmental education by distance learning in the event members are not selected for a resident program to maintain the commensurate developmental education with their rank.

5.3.2. Be a member of the Selected Reserve in pay category A or B. Category E members may apply for intermediate developmental education, senior developmental education and Advanced Studies Group in-residence, and if selected, will attend in a points only status and will not be reimbursed for travel and per-diem associated with training. Distance learning is highly encouraged. (T-2).

5.3.3. Primary Developmental Education Application process: The Air Reserve Personnel Center will release an invitation to apply to the Reserve School Selection Board, with convening dates and applicable suspense dates. Applicants may apply for in residence primary developmental education via the virtual Personnel Center by the suspense date identified in the invitation to apply. Late applications will not be accepted. (T-2).

5.3.3.1. In-residence Primary Developmental Education Eligibility Criteria. An officer is eligible to attend resident developmental education under criteria stated in the invitation to apply as released by the Reserve School Selection Board.

5.3.4. Intermediate/Senior Developmental Education, and Advanced Studies Group Application process. Air Reserve Personnel Center will release an invitation to apply to the Reserve Developmental Education Designation Board or Reserve School Selection Board, with convening and applicable suspense dates. Applicants may apply for in-residence intermediate and senior developmental education, or Advanced Studies Group via the virtual Personnel Center by the suspense date identified in the invitation to apply. Late applications will not be accepted. The invitation to apply will identify appropriate routing of the application. (T-2).

5.3.4.1. In-residence Intermediate/Senior Developmental Education, and Advanced Studies Group Eligibility Criteria. An officer is eligible to attend resident developmental education under the criteria stated in the Reserve Developmental Education Designation Board and Reserve School Selection Board invitation to apply.

5.3.4.2. Must meet the total federal commissioned service and grade requirements in Table 3.1. NOTE: Projected promotions must be visible in the Military Personnel Data System at the time of the Reserve School Selection Board or Reserve Developmental Education Designation Board application closeout date and the member must pin on the new rank prior to the course start date. (T-2).

5.3.4.3. Not have failed selection for promotion as defined by Title 10 U.S.C., Section 14501.

5.3.4.4. Must be current and passing according to military fitness standards as stated in AFI 36-2905. (T-1).

5.3.4.5. Must not have been removed from a recommended list for permanent promotion to the grade that makes them developmental education eligible. (T-2).

5.3.4.6. Must have satisfactorily participated and received 50 points or more per retention/retirement year for the last 5 years. First lieutenants-captains with less than 5 years time in grade are exempt from this requirement and must have a good retention/retirement year for every year they have in service as an officer up to the board application deadline. (T-2).

5.3.4.7. Active Guard Reserve must have 2 years' time on station (as of class start date). (T-2).

5.3.4.8. Must have a security clearance. Qualified officers lacking the required security clearance may apply for developmental education schools. If selected, they must obtain the proper security clearance before the class entry date.

5.3.4.9. Selects must agree to and sign a 3-year Reserve service commitment after completion of intermediate/senior developmental education or Advanced Studies Group. (T-2).

5.3.5. Senior Rater. It is paramount that Senior Rater comments reflect how the Air Force can benefit from the member's attendance at primary/intermediate/senior developmental education or Advanced Studies Group. Applications not meeting these requirements will be returned through appropriate channels.

5.3.6. Eligible officers who desire to attend in-residence intermediate/senior developmental education, and Advanced Studies Group courses can apply and attend both courses only if at least 24 months has elapsed between the attendance and application process for the next level of professional military education. (T-2).

5.3.7. Waivers may be requested for eligibility requirements. Applicants requesting a waiver of eligibility criteria must submit a letter of justification within the virtual Personnel Center. The board president will evaluate all waivers and approve or disapprove. Any time on station waivers submitted should first be approved by AFRC/CV. Disapproved packages will not meet the board. (T-2).

5.4. Developmental Education Boards.

5.4.1. The Reserve Developmental Education Designation Board and Reserve School Selection Boards are comprised of colonels or above who represent all statuses and as many career fields as possible. The board president for the Reserve Developmental Education Designation Board is the deputy to the chief of Air Force Reserve or a general officer designee approved by the AF/RE. AF/REG will select the Reserve School Selection Board board president and must be a general officer. AF/REG solicits and recommends board members through ARPC/DPA. Board members must have completed senior developmental education.

5.4.2. Air Reserve Personnel Center invites AF/REP, AFRC/A1K and non-voting technical advisors. Other advisors who may attend the Reserve Developmental Education Designation Board include Headquarters Air Force Reserve Inquiries (AF/REI), Reserve Advisor Air University Commander (AU/RF), and Reserve Advisor United States Air Force Academy Commander (USAFA/RF).

5.4.3. ARPC/DPA reviews all nomination packages for eligibility and completeness and serves as the board secretariat.

5.4.4. The board screens and scores all officer records identified as eligible and determines those most qualified to attend developmental education in residence based upon the “whole-person” concept. Board members must consider the future needs of the Air Force and follow-on assignments. The board identifies Selects and alternates and aligns with school quotas.

5.4.5. Post Board responsibilities. ARPC/DPA will:

5.4.5.1. Prepare and staff the board results package through AF/REP to AF/RE for approval, with a courtesy copy to AFRC/A1K. Package must include an AF/RE message for public release and attachments that identify the board recommendations, names of Selects aligned with recommended schools, alternates list, and the non-Selects list.

5.4.5.2. Produce statistical summary of the board proceedings, to include: quotas, application trends, Reserve category details, gender and race.

5.4.5.3. Send a CLOSE HOLD—For Official Use Only message to all Reserve Military Personnel Sections and Military Personnel Section-like functions for above wing-level organizations (copy to AF/REP and AFRC/A1K) prior to the public release of the message. This message is also sent to the Headquarters Readiness and Integration Organization (HQ RIO) instructing them to alert detachment commanders and Individual Mobilization Augmentee program managers to prompt the appropriate Military Personnel Section to contact nominee’s senior raters and/or commanders. This message is only available to the Military Personnel Section organizations and directs those organizations to notify each senior rater and commander of their nominees’ status (Select/alternate). Commanders should notify their nominees of their status the day prior to the public release date. No organization or individual will publicly display or release any Select, alternate or non-Select list at any time.

5.4.5.4. Public Release. Publish the AF/RE public message, Selects (with their schools) and alternates on the Air Reserve Personnel Center myPers on the public release date. Non-select lists will not be made public at any time.

5.4.5.5. Send individual notification letters signed by AF/RE to Selects and alternates.

5.4.5.6. Send individual notification letters signed by ARPC/CC to nonselectees.

5.4.6. Change in medical profile. Primary developmental education Selects are required to immediately notify their senior raters and AFRC/A1K if there is any change in their medical profile (regardless of whether this changes the member's eligibility to attend school). Intermediate/senior developmental education and Advanced Studies Group Selects are required to immediately notify their senior raters and ARPC/DPA with any medical condition preventing them from attending school.

5.5. Removal from a Developmental Education Selection List.

5.5.1. In accordance with this publication, the senior rater may remove an officer from the developmental education selection list for cause. If removed, the member is no longer eligible for developmental education in-residence during their window of eligibility. Any removal from in-residence Squadron Officer School, Air Command and Staff College, or Air War College must be coordinated with AFRC/A1K. All other in-residence intermediate/senior developmental education or Advanced Studies Group removals must be coordinated with ARPC/DPA. (T-2).

5.5.2. Officers selected for in-residence Squadron Officer School, Air Command and Staff College, or Air War College may decline, but do so with prejudice, unless they can cite humanitarian, operational, or other non-prejudicial reasons. Deferral requests for other than humanitarian and operational reasons will be considered on a case-by-case basis. Officers withdrawn with prejudice will be precluded from competing for future current level of developmental education in-residence; decision is at the discretion of the AFRC/A1K. (T-2).

5.5.3. Squadron Officer School, Air Command and Staff College, or Air War College Selects' requests for withdrawals are submitted from the individual officer through his/her senior rater directly to AFRC/A1K (certified e-mail, with signed memorandum by member, rater, and senior rater requesting withdrawal, is permitted). Timeliness impacts approval status and ability to use an alternate. AFRC/A1K will place appropriate alternate(s) with the member withdrawing. AFRC/A1K will inform new Select's senior rater and/or commander and send written notification to new Select. (T-2).

5.5.4. Commanders may request an operational deferral for an officer on the in-residence intermediate/senior developmental education or Advanced Studies Group Selection list. Deferral will be to the next academic year to the school in which member was selected to attend. AF/RE Deputy is the approval authority for operational deferment requests.

5.5.5. Officers selected for in-residence intermediate/senior developmental education or Advanced Studies Group may decline, but do so with prejudice, unless they can cite humanitarian, operational, or other non-prejudicial reasons. Deferral requests for other than humanitarian and operational reasons will be considered on a case-by-case basis. Officers withdrawn with prejudice will be precluded from competing for future current level of developmental education in-residence; decision is at the discretion of the AF/RE Deputy.

5.5.6. In-residence intermediate/senior developmental education or Advanced Studies Group requests for withdrawals are submitted from the individual officer through his/her senior rater directly to ARPC/DPA (certified e-mail, with signed memorandum by member, rater, and senior rater requesting withdrawal, is permitted). Timeliness impacts approval status and ability to use an Alternate. ARPC/DPA will recommend appropriate alternate(s) to replace the

member withdrawing and forward the request to AF/REP, who evaluates the request and recommends approval (with or without prejudice) to USAF/RE Deputy (Reserve Developmental Education Designation Board President). AF/REP will make written notification of RE Deputy's decision to ARPC/DPA. ARPC/DPA will 1) update master developmental education Select list, 2) inform AF/REP and AFRC/A1K, 3) inform new Select's senior rater and/or commander, 4) inform new Select by phone and 5) send written notification to new Select.

5.5.7. Appropriations. Reserve Personnel Appropriations (RPA) are centrally funded for Air Force Reserve officers attending in military status. Air Reserve Technicians who attend in civilian status and Active Guard Reserve will be funded by unit operations and maintenance (O&M) funds.

5.6. Air Force Reserve Enlisted Developmental Education. The remaining guidance in Chapter 5 of this instruction is specific to Air Force Reserve members, and in addition to established policy guidance in Chapter 4, Total Force Enlisted Professional Military Education.

5.7. Distance Learning.

5.7.1. Air Reserve Component members receive points for completing distance learning as determined by their respective component. Air Reserve Component unit/squadron commanders may allow time during unit training assembly weekends to work on required enlisted professional military education course material.

5.7.2. Noncommissioned Officer Distance Learning Course. Air Force Reserve Airmen who do not complete the Noncommissioned Officer Distance Learning Course within 12 months, may re-enroll as necessary, however, are ineligible to compete for promotion until this requirement is met.

5.8. Resident Enlisted Professional Military Education. Excluding the Chief Leadership Course, Air Reserve Component Airmen may complete all levels of enlisted professional military education through either resident attendance or distance learning, however, distance learning must be completed before resident attendance is allowed.

5.8.1. Airman Leadership School. The Air Reserve Component determines the scheduling process for their Airmen. Staff sergeants who enter the Air Force Reserve with more than 9 years in a sister service do not have to complete Airman Leadership School.

5.8.2. Senior Noncommissioned Officer Academy. Airmen assessed in the Air Force Reserve in the grades of E-7 and E-8, who have completed a sister service Senior Noncommissioned Officer Academy, will not be required to complete Air Force Senior Noncommissioned Officer Academy. Upon accession to the Air Force Reserve, appropriate documentation will be required to ensure enlisted professional military education completion is reflected in the human resource system. Those who have not completed a sister service Senior Noncommissioned Officer Academy will be required to complete Air Force Senior Noncommissioned Officer Academy as soon as possible after enlistment in the Air Force Reserve. **NOTE:** Distance learning is the only requirement for completion.

5.9. Resident Enlisted Professional Military Education Selection. Air Force Reserve Command Enlisted Professional Military Education (AFRC EPME) determines allocation distribution based on eligibility criteria and command population and provides each MAJCOM

enlisted professional military education manager class dates for eligible candidates and coordinates Air Reserve Component allocation distribution with Air Reserve Component enlisted professional military education managers. The Air Reserve Component determines allocation, selection and deferment procedures for their respective component. (T-2).

5.10. Resident Enlisted Professional Military Education Scheduling. The Air Reserve Component schedules their respective components in coordination with AFRC EPME.

5.10.1. Airman Leadership School. Applicable Air Reserve Component Airmen are scheduled in coordination with MAJCOM enlisted professional military education managers, and are considered Priority 1 within the allocations provided by AF/A1DLE. Every effort should be made to ensure members attend a geographically located school closest to their home of record or unit of assignment.

5.10.2. Noncommissioned Officer Academy/Senior Noncommissioned Officer Academy. Noncommissioned Officer Academy/Senior Noncommissioned Officer Academy quotas are centrally managed through the AFRC EPME manager and will be advertised based on the current automated system. All quotas for Noncommissioned Officer Academy will be on a first-come, first-served basis. Every effort should be made to ensure members attend a geographically located school closest to home of record or unit of assignment.

5.10.3. Chief Leadership Course. The Air Reserve Component will determine their own Chief Leadership Course selection and attendance processes.

5.11. Declinations, Deferments and Waivers.

5.11.1. Medical Deferment. Air Reserve Component members with temporary physical profile restrictions must send a copy of the AF Form 422/469 to their enlisted professional military education manager 45 days prior to class start date. The AFRC EPME manager will coordinate with the applicable school to determine approval or disapproval for attendance and notify the unit of decision. Members may not report to resident enlisted professional military education without approval notification. (T-1).

5.11.2. Resident Enlisted Professional Military Education Deferments. As resident enlisted professional military education is not required, there is no resident deferment process for Air Reserve Component Airmen.

5.12. Resident Enlisted Professional Military Education Attendance.

5.12.1. Due to the unique construct, all Air Reserve Component enlisted Airmen may complete developmental education by distance learning, and are highly encouraged to apply for resident enlisted professional military education. Air Reserve Technicians may attend in either military (centrally funded) or civilian status (unit funded), but must apply through military channels and the status must be annotated on the application prior to submission. Members will not have the option to change their status after selections have been made. Active Guard Reserve will use unit operations and maintenance funds. Air Reserve Component Airmen must have 2 years retainability from graduation date to attend all in-resident enlisted professional military education courses. (T-2).

5.12.2. Headquarters AFRC personnel will be submitted by the first sergeant. Individual Mobilization Augmentees will apply through their Readiness and Integration Organization (RIO) detachment commander, who will in turn submit their application through MyPers.

Recruiters will be selected at the squadron level and final approval will be Air Force Reserve Command Recruiting Service career program manager. Members assigned at the headquarters Air Force will apply through AF/REP. All Reserve attendees must sign the student attendance agreement. (T-2).

5.12.3. Air Force Reserve members must have a passing Air Force fitness assessment and it must be current throughout the school tour. Members on a profile must coordinate the Air Force Form 469/422 through AFRC/A1K at least 45 days prior to class start date for coordination and approval from the applicable schoolhouse. Members must be able to march and stand at attention for extended periods to be able to attend. (T-1).

5.12.4. Air Force Reserve members should be allowed one cancellation for an emergency; after that they will have to complete enlisted professional military education by correspondence. All cancellations need to be completed 45 days prior to class start date. Any cancellations closer than 45 days will be considered a no-show. No-show letters must be signed by the unit commander or designated representative, routed through the wing command chief, and sent to AFRC/AIK within 20 days of notification of no-show. (T-2).

5.12.5. All members, whether attending in civilian or military status, must out-process through the Force Support Squadron to ensure completion of the Air Force fitness assessment. (T-3).

5.13. Sister Service Enlisted Professional Military Education. Air Reserve Component enlisted members who wish to attend sister service enlisted professional military education must be boarded and selected through their respective component process.

Chapter 6

AIR NATIONAL GUARD OFFICER AND ENLISTED DEVELOPMENTAL EDUCATION PROGRAM.

6.1. Attendance and Eligibility.

6.1.1. Nonresident programs are available to all eligible ANG officers. Officers who complete senior developmental education should be considered for follow-on assignments commensurate with the advanced education received.

6.1.2. Completing nonresident professional military education programs will not affect eligibility for resident officer professional military education programs at the same level.

6.1.3. Technicians and drill status guardsmen will attend in-residence officer professional military education programs in Title 10 active duty status. Active Guard Reserve members will attend in Active Guard Reserve status.

6.1.4. Air National Guard may participate in other resident service, joint, Department of Defense, and non-Department of Defense (international and civilian) developmental education programs such as Air Force fellowships. All requirements described in this instruction must be met.

6.1.5. Officers who have transferred to the ANG from other services may be able to receive credit for resident Squadron Officer School as described in this AFI.

6.1.6. All officers must meet eligibility and prerequisites described in this instruction and any additional eligibility requirements described in the ANG course announcement. Officers must not be a deferred officer as defined in Title 10 U.S.C., Section 14501. Officers must meet all military fitness standards. Selects must agree to a three-year service commitment. Any changes in a member's medical profile must be reported immediately to the Force Support Squadron and NGB/HRT (regardless of whether this changes the member's eligibility to attend school). (T-2).

6.1.7. Officers released from a resident developmental education program for non-prejudicial reasons (mission needs, medical or family emergency) must wait six months to re-apply. Those removed with prejudice (academic or disciplinary release) will no longer be eligible to attend the equivalent level of resident officer professional military education. (T-2).

6.1.8. Lieutenant colonels must wait three years from graduation of intermediate developmental education to attend resident senior developmental education. This date is calculated from the senior developmental education class start date.

6.2. Application Procedures .

6.2.1. Squadron Officer School. Personnel submit requests for Squadron Officer School to the FSS/FSD. The Force Support Squadron requests a seat through the applicable human resource system.

6.2.2. Intermediate/Senior Developmental Education.

6.2.2.1. Selection to attend resident intermediate/senior developmental education is reserved for those officers who will hold future leadership positions at the highest levels

of the unit, state, Air National Guard including National Guard Bureau and Joint Staff assignments. Applicants must meet all military standards prior to submitting package.

6.2.2.2. Application procedures and contents of application packages are announced annually by NGB/CF or delegated representative each year and can be viewed at the ANG website under Careers/Force Development.

6.2.2.3. The state headquarters and Force Support Squadron should review packages prior to submission to ensure they meet the requirements specified in the announcement.

6.3. Selection Process .

6.3.1. NGB/HR convenes a diverse Officer Developmental Education Panel to recommend officers whose performance indicates a high level of potential and success.

6.3.2. The panel president is a general officer and the panel consists of a recorder (non-voting) and a minimum of five voting members in the rank of colonel and above. Lieutenant colonels who have completed the equivalent level of officer professional military education are also eligible for board membership. NGB/CF will determine the panel members. NGB/HR will serve as nonvoting technical advisors.

6.3.3. Applications are evaluated on the criteria published in the application announcement. Board recommendations to NGB/CF include school assignments. NGB/CF is the final approval for all intermediate/senior developmental education schools.

6.3.4. School Assignments. Intermediate/senior developmental education applicants are selected based on performance and mission needs. The panel will determine school distribution based on the best interest of the ANG. (T-2).

6.3.5. Notification. Primary and alternate intermediate/senior developmental education selectees are notified through an announcement sent to the Adjutant General. The notice includes school assignments. Several schools provide information packages and conduct orientation sessions prior to the class start date. Selectees are required to attend an ANG orientation prior to attending school. Exceptions will be worked on an individual basis. (T-2).

6.3.6. Acceptance. Acceptance of attendance to a resident officer professional military education program will adhere to selection notification letter instructions provided by NGB/HRT.

6.4. Declinations and Deferments .

6.4.1. An officer may request declination or defer attending resident officer professional military education within 30 days of notification. All requests must be submitted to NGB/HRT and must be endorsed through the chain of command to the Adjutant General. Only members that present significant humanitarian or mission-impacting concerns outside their control will be considered for a non-prejudicial deferral or declination. The condition must not have existed at the time of application. (T-2).

6.4.2. Officers who decline may reapply for future consideration to attend resident officer professional military education programs.

6.4.3. Officers with an approved deferment automatically receive reservations for the following academic year at the school assigned in the selection notice. Deferment requests for subsequent academic years will not be accepted. (T-2).

6.4.4. Officers who transfer to other branches of service must submit a withdrawal letter.

6.5. Waivers .

6.5.1. Squadron Officer School. Selectees must be in the grade of captain. Grade exceptions are not considered. Exceptions for total years of commissioned service are considered on an individual basis. All exceptions to policy must be submitted to NGB/HRT for approval.

6.5.2. Intermediate/Senior Developmental Education. Grade waivers, declinations and deferments must be processed through NGB/HRT. Exceptions to policy to exceed the total years of commissioned service limitations and deferments will be considered on an individual basis.

6.5.3. Security Clearances. Members attending intermediate/senior developmental education schools must have a valid security clearance. Qualified officers who do not have the required security clearance may apply for developmental education schools. If selected, they must obtain the proper security clearance prior to class start date.

6.6. Orders .

6.6.1. Squadron Officer School orders are published as routine school orders in accordance with NGB/A1 formal training guidance.

6.6.2. Attendance at intermediate/senior developmental education schools require permanent-change-of-station orders. Orders will be published, by the member's unit, in accordance with applicable directives governing permanent-change-of-station moves. Members may not attend resident intermediate/senior developmental education schools in temporary duty status or technician status. Active Guard Reserve will attend in Active Guard Reserve status.

6.6.3. Some intermediate/senior developmental education programs conduct formal orientation sessions. NGB/HRT notifies selectees concerning orientation dates and funding arrangements.

6.6.4. NGB/HRT provides training line numbers for all in-resident officer professional military education courses. Training line number resources are issued to a member and are not transferable. They are to be used for resident officer professional military education only and must be returned to the National Guard Bureau's Training Resources Flight (NGB/A1DU) when members cancel attendance or are released from resident officer professional military education programs.

6.7. Disenrollment .

6.7.1. Resident officer professional military education programs must immediately notify NGB/HRT of all officers disenrolled for any reason.

6.7.2. Officers removed for cause from resident officer professional military education programs are permanently excluded from reentering the equivalent level of resident officer professional military education and are restricted from enrolling in nonresident officer professional military education for one year.

6.8. Air National Guard Officer Distance Learning Programs.

6.8.1. With the exception of those officers selected by the Officer Developmental Education Panel to attend resident officer professional military education or equivalent, ANG officers

must complete the appropriate Air Force officer professional military education course before enrolling in another service's distance learning program. (T-2).

6.8.2. Captains may enroll in the nonresident Squadron Officer School.

6.8.3. Majors may enroll in the nonresident Air Command and Staff College.

6.8.4. Lieutenant colonel and colonels may enroll in the nonresident Air War College.

6.8.5. Application. Application for distance learning officer professional military education programs is initiated through the Air University Student Information System (AUSIS). In all cases, officers must meet the ANG eligibility criteria for each level of officer professional military education.

6.9. Air National Guard Enlisted Developmental Education. The following guidance is specific to ANG members, and in addition to established policy guidance in Chapter 4, Total Force Enlisted Professional Military Education.

6.9.1. All Airmen may complete Airman Leadership School, Noncommissioned Officer Academy and Senior Noncommissioned Officer Academy professional military education requirements through distance learning and are highly encouraged to attend in resident enlisted professional military education.

6.9.2. ANG members receive points for completing distance learning; unit/squadron commanders may allow time during unit training assembly weekends to work on required enlisted professional military education course material.

6.9.3. Enlisted members in the grade of E-4 and E-5 accessed in the ANG from a sister service, or with prior Air Force service, must complete Airman Leadership School prior to promotion to the next grade. (T-2).

6.9.4. Enlisted members in the grade of E-6 assessed in the ANG from a sister service must complete noncommissioned officer distance learning. (T-2).

6.10. Resident Enlisted Professional Military Education.

6.10.1. Timing in resident attendance in a member's career is an integral part of deliberate development and force management decisions. Resident enlisted professional military education courses are limited; therefore, it is beneficial to develop a selection process to ensure the right Airmen are attending resident enlisted professional military education.

6.10.2. Air Technicians are eligible to apply for the appropriate resident enlisted professional military education program based on military rank and must meet all other eligibility requirements for the requested level of enlisted professional military education.

6.10.3. Airman Leadership School.

6.10.3.1. ANG Airmen must have a 5-skill level in their primary Air Force specialty code to attend in-residence Airman Leadership School.

6.10.3.2. Senior airmen and prior service staff sergeants may attend Airman Leadership School.

6.10.4. Noncommissioned Officer Academy.

6.10.4.1. Technical sergeants may attend in-residence Noncommissioned Officer Academy.

6.10.4.2. Noncommissioned officer distance learning must be completed prior to selection to attend Noncommissioned Officer Academy. (T-2).

6.10.5. Senior Noncommissioned Officer Academy.

6.10.5.1. Senior master sergeants and master sergeants may attend in-residence Senior Noncommissioned Officer Academy.

6.10.5.2. Senior noncommissioned officer distance learning must be completed prior to selection to attend Senior Noncommissioned Officer Academy. (T-2).

6.10.6. Chief Leadership Course.

6.10.6.1. Chief master sergeants and senior master sergeants in a chief master sergeant unit manning document position may attend Chief Leadership Course.

6.10.6.2. ANG chief master sergeants are not required to attend the Chief Leadership Course.

6.11. Resident Enlisted Professional Military Education Selection and Scheduling.

6.11.1. Enlisted professional military education resident quotas are programmed annually through NGB/HRT. Members must meet eligibility criteria in guidance memorandums distributed by NGB/HR. (T-2).

6.11.2. Force development offices will schedule their members in accordance with annual guidance memorandums distributed by NGB/HR.

6.12. Exceptions to Policy. NGB/HRT is the sole approving authority for exceptions to the policy for ANG members pertaining to enlisted professional military education unless otherwise specified.

6.13. Sister Service Enlisted Professional Military Education. ANG enlisted members who wish to attend enlisted sister service professional military education are selected through a National Guard Bureau panel process.

SHON J. MANASCO
Assistant Secretary of the Air Force
(Manpower and Reserve Affairs)

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

CJCSI 1800.01E, *Officer Professional Military Education Policy*, 29 May 2015

CJCSI 1805.01B, *Enlisted Professional Military Education Policy*, 15 May 2015

DoDI 1300.19, *DoD Joint Officer Management Program*, 4 March 2014

DoDI 1322.06, *Fellowships, Scholarships, Training With Industry (TWI) and Grants for DoD Personnel*, 12 October 2016

DoDI 1322.10, *Policy on Graduate Education for Military Officers*, 29 April 2008

AFPD 36-26, *Total Force Development*, 22 December 2015

AFI 36-2008, *Voluntary Extended Active Duty (EAD) for Air Reserve Commissioned Officers*, 5 November 2002

AFI 36-2110, *Assignments*, 22 September 2009

AFI 36-2502, *Airman Promotion/Demotion Programs*, 12 December 2014

AFI 36-2803, *The Air Force Military Awards and Decorations Program*, 18 December 2013

AFI 36-2905, *Fitness Program*, October 21, 2013

AFM 36-2234, *Instructional Development*, 1 November 1993

Prescribed Forms

None

Adopted Forms

AF Form 63, *Active Duty Service Commitment (ADSC) Acknowledgement Statement*

AF Form 847, *Recommendation for Change of Publication*

AF Form 422, *Notification of Air Force Member's Qualification Status*

AF Form 469, *Duty Limiting Condition Report*

AF Form 964, *PCS, TDY, or Training Declination Statement*

Abbreviations and Acronyms

AFI—Air Force Instruction

AFM—Air Force Manual

AFPC—Air Force Personnel Center

ANG—Air National Guard

ARC—Air Reserve Component (Air National Guard and Air Force Reserve)

ARPC—Air Reserve Personnel Center

AU—Air University

CJCSI—Chairman Joint Chiefs of Staff Instruction

DoD—Department of Defense

DoDI—Department of Defense Instruction

EWI—Education with Industry

GS—General Schedule

HQ RIO—Headquarters Individual Reservist Readiness & Integration Organization

RIO—Readiness and Integration Organization

SURF—Single Unit Retrievable Format

USAF—US Air Force

USMC—US Marine Corps

Terms

Career Field Manager (CFM)—The AF focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance. Must be appointed by the FM and hold the grade of Colonel/GS-15/PB-03 (or equivalent) for officer and DAF civilian specialties, and the grade of Chief Master Sergeant for enlisted Airmen.

Chief Leadership Course—The Chief Leadership Course (CLC) is a course designed to provide Chief Master Sergeants the education to bridge operational-to-strategic perspectives of the Air Force. As a result of this Executive Level Experience (ELE), strategic-level leaders will be equipped to inspire, effectively lead, manage and mentor our present day and tomorrow's Airmen. The CLC is the capstone and pinnacle level of Enlisted Professional Military Education.

Continuum of Learning (CoL)—Designed to deliberately integrate developmental opportunities through a common taxonomy to produce adaptable, knowledge-enabled Airmen for today and tomorrow.

Developmental Education (DE)—An array of educational opportunities including: Professional Military Education, Advanced Academic Degree Education and Professional Continuing Education, AFD 36-23, Military Education.

Development Team (DT)—Provide oversight of officer and civilian personnel development to meet both functional and Air Force corporate leadership requirements.

Education—the process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to successfully anticipate and meet challenges across the range of military operations.

Education and Training Course Announcement (ETCA)—Contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses

conducted or managed by the MAJCOMs or field operating agencies (FOAs). The ETCA contains courses conducted or administered by the AF and reserve forces and serves as a reference for the AF, DoD, other military services, government agencies, and security assistance programs.

Enlisted Force Development Panel—The Enlisted Force Development Panel is charged to review, evaluate, and make recommendations to senior Air Force leaders regarding concerns, programs and initiatives relating to the education, training and experiences impacting enlisted Airman Development.

Experience—Active participation/involvement in positions, events or activities leading to the accumulation of knowledge or skill which can be utilized to meet mission requirements.

Keystone Course—The Keystone Course is designed to educate Command Senior Enlisted Leaders (CSELs) currently serving in or slated to serve in a general or flag officer level joint headquarters or Service headquarters that could be assigned as a joint task force. CSELs will have an opportunity to visit and receive briefings at the National Defense University, the DJS J7 Joint Coalition Warfighting Joint Operation Module (JOM) in Suffolk, VA, and several Combatant Commands and Joint Task Forces.

Training—a set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge and attitudes required to meet job performance requirements. This involves the coaching and mentoring of Airmen, resulting in proficiency development.

Attachment 2

SISTER SERVICE OFFICER PRIMARY DEVELOPMENTAL EDUCATION CREDIT

A2.1. Officers from sister services who have transferred into the Air Force will be granted resident primary developmental education credit for completion of the following courses under the following conditions: 1) if the officer transferring to the Air Force is at least a captain and outside the Squadron Officer School eligibility window but attended one of the resident courses below; 2) if the officer transferring to the Air Force has attended one of the resident courses below and is still Squadron Officer School eligible, Squadron Officer School must be completed by correspondence before resident primary developmental education credit will be awarded.

A2.2. In addition, all crossflow officers receive credit for professional military education completed before promotion to their current rank/grade. For instance, an Army major transferring into the Air Force would receive credit for having completed company grade officer professional military education in the Army.

A2.3. For professional military education in the currently held grade, the following applies: if the officer has more than three years time in grade at the time of transfer, the officer receives credit for the grade-specific professional military education completed in the sister service; if the officer has less than 3 years time in grade, they do not receive credit for their sister service professional military education specific to their current grade, but will be given the opportunity to complete Air Force professional military education commensurate with their current rank/grade.

A2.4. An Air Force officer must complete Air Force resident or distance learning Squadron Officer School prior to attending a sister service resident or distance learning primary developmental education equivalent course to receive primary developmental education credit. For more information on applicable Army, Navy and Marine primary developmental education courses, see the respective service's website for current course listings and descriptions. (T-1).

Attachment 3

INTERNATIONAL MILITARY OFFICER PROFESSIONAL MILITARY EDUCATION ATTENDANCE

A3.1. Before attending a resident professional military education school, all international officers must attend the International Officer School preparatory course at Spaatz Center for Officer Education, Maxwell Air Force Base, AL. International Officer School is designed to increase the officer's ability to communicate and participate in the professional military education schools and to familiarize the international officer with U.S. culture and the U.S. Air Force. See Air University catalog and Education and Training Course Announcement for details (The ETCA SharePoint is available on AF Portal Home under Education/Training/Force Development and Applications tab (A-Z). The applicant's military or civilian grade must be equivalent to the U.S. Air Force grades eligibility criteria described herein. (T-1).

A3.2. International applicants for distance learning professional military education programs must be military members or civilian employees of the military department of a country or international organization eligible for foreign military sales training program sponsorship and hold the equivalent rank or grade required.

A3.3. A U.S. military officer or U.S. civilian employee in the country, or with the organization concerned, must accept responsibility to monitor student progress and to serve as a contact between Air University and the student. Applicants must be proficient in the English language (English competency level of 80 on the *Test of English as a Foreign Language* or *TOEFL*) to complete the program successfully. (T-3).

A3.4. International applicants should send application for enrollment to the in-country U.S. representative who will sponsor the applicant and verify, in writing, they have met the eligibility. A letter from the applicant's government must accompany the application, agreeing to the enrollment and identifying an existing foreign military sales publications case against which charges may be applied or international military education & training to fund the course. If no publications case exists, the letter will cite the date of request to Air Force Materiel Command, Air Force Security Assistance Center (AFSAC/CV), Wright-Patterson Air Force Base OH, to establish a case.

A3.5. The U.S. sponsor endorsing the application must send it to Air Force Security Assistance Training Squadron, Training Support, Joint Base San Antonio-Randolph, TX. The Air Force Security Assistance Training Squadron will program the training, after coordinating approval from the security cooperation officer, and program against a foreign military sales or international military education & training case. The security cooperation officer must verify the sponsor will monitor student progress and testing facilities are available. The Air Force Security Assistance Training Squadron country manager will advise the sponsor if application is disapproved or funding is not available. Air Force Security Assistance Training Squadron country manager will forward student application to the Air Command and Staff College or Air War College staff via e-mail ensuring application is attached. Air Force Security Assistance Training Squadron will advise the security cooperation officer if an application is approved. Air Force Security Assistance Training Squadron will program the distance learning course in the Training Control System (TRACS) and apply appropriate charges against the applicable training case or charge to international military education & training and notify headquarters Air University to enroll the

applicant in the proper program. If a training case does not exist that the course can be programmed against, Air Force Security Assistance Training Squadron will require a Letter of Request from the country requesting a Letter of Offer and Acceptance for a new case to program the training against. This process can take up to six months. Students may not be enrolled or training programmed against the new case until country has deposited funds on the case and it is implemented. (T-1).

A3.6. International officers/civilians applying for a distance learning program must send their application to the Force Support Squadron, force development flight chief at the member's location. The force development flight chief will verify, in writing, the criteria herein are met. The applicant's government must provide a letter agreeing to enrollment and identify an existing foreign military sales training case against which charges may be applied. If no blanket order training case exists, the letter will cite the date of a request to the Air Force Security Assistance Training Squadron to establish a case. The force development flight chief will endorse the application and send it to Air Force Security Assistance Training Squadron, who will advise if an application is approved or disapproved. If approved, Air Force Security Assistance Training Squadron will apply charges against the applicable foreign military sales training case and notify headquarters Air University to enroll the applicant in the proper program after case implementation. (T-1).

Attachment 4

AIR FORCE EDUCATION REQUIREMENTS BOARD

A4.1. As a mechanism of force development policy, the Air Force Education Requirements Board is conducted annually to prioritize and fund graduate education (formerly referred to as Advanced Academic Degrees) and experiential programs as well as professional continuing education courses in accordance with Department of Defense Instruction 1322.10 and requirements as defined by extant unit manpower documents and/or secretary of the Air Force and Air Force chief of staff initiatives. As such, the Air Force Education Requirements Board operates with a limited budget to adjudicate competing interests within the larger strategy of the force development enterprise to help achieve Air Force objectives. The board's structure and processes are outlined in the Air Force Education Requirements Board Concept of Operations, currently maintained by AF/A1DL. The board is divided into two bodies: 1) a working group, composed of career field managers and professional continuing education course owners and 2) the executive session (ES), made up of functional managers and chaired by AF/A1D, who reviews and approves education priorities and resources for the requisite fiscal year.

A4.2. The Air Force Education Requirements Board supports any number of a wide array of graduate education requirements that provide for the particular and broad development strategy of the force outlined by AF/A1D and the career field managers. The Air Force Education Requirements Board is not, however, designed nor resourced to support the full contingent of any career field manager's and organization's developmental needs. As such, requests for graduate education quotas requires career field managers and institutions to present 1) a legible review of present and projected inventory possessing the minimum qualifications to meet valid requirements, 2) historical utilization rates, and 3) a brief of the requirements per se (Unit Manpower Document data, signed correspondence from senior leadership, etc). **NOTE:** Air Force Education Requirements Board-funded graduate education is reserved for regular Air Force (non-medical) officers and enlisted in the grade O-5 and below. Career field managers allowing officers or enlisted personnel to attend graduate education programs (in any grade) who will become retirement eligible during their tenure as students or while completing their requisite active duty service commitment need to submit a waiver through AFPC to AF/A1D for approval prior to assigning the quota. That waiver must be signed by the functional manager and indicate coordination with the requisite functional authority.

A4.3. Professional continuing education consists of courses that are 20 weeks in duration or less and available to all officer, enlisted, and civil service personnel in all components of the Air Force. Individual professional continuing education courses are not necessarily open to all career fields across the enterprise. However, professional continuing education directly supports the execution and/or sustainment of enterprise-wide missions and contributes to the enhancement and professional development of personnel.

A4.4. The Air Force Education Requirements Board is not funded on a scale commensurate with Air Force formal education and training and does not, therefore, admit graduate education or professional continuing education that is directly tied to the award of an Air Force specialty code and/or an increase in skill level. Training and/or education required by career field leadership for core Air Force specialty development falls within the purview and funding obligation of formal education and training.

Attachment 5

AIR FORCE LEARNING COMMITTEE

A5.1. The Air Force Learning Committee convenes annually to review and adjudicate new and revised ancillary training requirements intended to be levied on the Total Force. Although it may, on occasion, consider new or revised education requirements, the primary function for which it is staffed concerns what is commonly known as annual “awareness” training. As such, the Air Force Learning Committee serves as an administrative mechanism or “gatekeeper” of policy designed to safeguard Airmen’s time by establishing a balance between the necessity to properly train the force and mission requirements. Specifically, the Air Force Learning Committee addresses ancillary training as described in AFI 36-2651, *Air Force Training Program*, and topics considered educational in nature. It does not, as such, concern itself with functional training. The Air Force Learning Committee’s processes and procedures are outlined in the Air Force Learning Committee Concept of Operations, currently maintained by AF/A1DL.

Air Force Learning Committee Members¹.

Council			Advisors	Delegates
AF/A1	AF/CCC	AF/CVS	AETC	ACC
AF/A2	AF/JA	SAF/FME	AU	AFDW
AF/A3/5	AF/SE	SAF/IGQ	USAFA	AFGSC
AF/A4/7	AF/SG	SAF/MR	737 TRG	AFMC
AF/A8	AF/RE	SAF/PA		AFRC
AF/A9	NGB	SAF/IA		AFSOC
AF/A10	SAF/AQH	SAF/CIO/A6		AFSPC
AF/HC				AMC
				PACAF
				USAFE
O-6/GS-15 personnel compose the Working Group and O-7/Senior Executive Service personnel compose the Executive Session				

A5.2. The Council comprise the voting membership of the committee. Advisors provide input to the Council and course owners. Delegates provide input/feedback on emerging and existing training and education issues in the field.